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Knight, Howard R.

Play & recreation in a town
of 6000

New York

1914

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PLAY AND RECREATION
IN A
TOWN OF 6000

(A RECREATION SURVEY OF IPSWICH, MASSACHUSETTS)

HOWARD R. KNIGHT



DEPARTMENT OF RECREATION
RUSSELL SAGE FOUNDATION
NEW YORK CITY

Price 25 Cents

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RUSSELL SAGE FOUNDATION
NEW YORK CITY

9 Sept. 1915, M.S.

FOREWORD

This survey was made at the request of the Ipswich School Committee. Its purpose was to determine what the schools might do to meet the recreation needs of the community, with special reference to the school children. As the investigation progressed the larger aspects of the problem demanded attention owing to their inter-relation with most of the free time activities of the people. Mr. Knight has therefore included in his report some consideration of the motion picture exhibitions, bowling alleys, pool and billiard rooms, and even saloons. He has made recommendations concerning the organization of the athletic activities of the boys and young men; suggested ways and means of promoting and conducting neighborhood meetings in the school houses; and outlined plans for making the celebration of public holidays contribute to the civic and social welfare of the community. The conditions that exist in Ipswich and the procedure recommended for meeting the recreation needs probably are to a large extent similar to those of many other towns of this size. Therefore it is hoped that this forward step by the School Committee of Ipswich may not only result in increased efficiency and happiness for all its people, but also be an inspiration to many other communities to give earnest attention to the physical development of their boys and girls and to the right use of leisure time by all their people.

The field work was done between November 2 and 19, 1914. The records and other data are on file at the office of the Department of Recreation of the Russell Sage Foundation, New York City, and are available for inspection and further study.

LEE F. HANMER,
*Director, Department of Recreation,
Russell Sage Foundation*

FACTS ABOUT IPSWICH, MASS.

| | |
|--|----------------|
| Founded 1633 | |
| Total population (Census, 1910) | 5,777 |
| Native whites | 2,178—38% |
| Native born of foreign or mixed parentage | 1,337—23% |
| Foreign born | 2,251—39% |
| Total assessed property valuation | \$5,490,041.47 |
| Eleven school buildings. School attendants | 974 |
| Chief Industry: Ipswich Hosiery Mill | 1200 employees |

TABLE OF CONTENTS

| PART I. HOW YOUNG IPSWICH PLAYS: | PAGE |
|--|------|
| The Play Sounding | 7 |
| Games the Children Play | 11 |
| Parties | 15 |
| What High School Students Actually Do | 15 |
| The "Movies" | 19 |
| The Moral Significance of Play | 24 |
| Summary | 25 |
| PART II. THE RESPONSIBILITY OF THE SCHOOLS: | |
| The Fourth R | 26 |
| The Athletic Badge Test | 27 |
| Ipswich vs. City Boys | 31 |
| All-Round Physical Training Necessary | 33 |
| Revitalizing the Recess | 34 |
| High School Athletics | 35 |
| Extending the Physical Training Course | 35 |
| Handicaps to be Removed | 36 |
| Needed—A Trained Physical Director | 36 |
| Present School Facilities | 37 |
| School Yards Inadequate | 37 |
| Equipment Lacking | 38 |
| Children's Playground | 38 |
| Wider Use of the School Plant | 39 |
| Community Centers | 39 |
| School Gardens | 41 |
| Beautifying School Yards | 42 |
| Summary | 42 |
| PART III. PRESENT OPPORTUNITIES FOR RECREATION: | |
| The Parks | 44 |
| Playgrounds | 45 |
| The River and Beaches | 46 |
| Athletics | 47 |
| The Churches | 48 |
| The Y. M. C. A. | 48 |
| Boy Scouts and Camp Fire Girls | 50 |
| Fraternal Orders and Clubs | 51 |
| The Public Library | 51 |
| The Homes | 52 |
| Celebrations, Festivals and Pageants | 53 |
| Commercial Amusements: | |
| Moving Pictures | 53 |
| Dances | 54 |
| Pool and Bowling | 55 |
| Saloons | 56 |
| The Greek Coffee House | 56 |
| Expenditures for Commercial Amusements | 57 |
| Out of Town Resources | 58 |
| Summary | 58 |
| PART IV. AMERICANIZATION OF THE IMMIGRANT THROUGH RECREATION | 60 |

TABLE OF CONTENTS—DIAGRAMS

| PART V. A RECREATION PROGRAM FOR THE FUTURE: | | PAGE |
|---|----|------|
| Extension of Physical Training in the Public Schools..... | 66 | |
| Physical Director and Play Supervisor..... | 66 | |
| Increased Use of School Property..... | 67 | |
| Increased Use of Other Recreational Resources..... | 68 | |
| Public Athletic League..... | 68 | |
| Celebration of Public Holidays..... | 68 | |
| Boy Scouts and Camp Fire Girls..... | 69 | |
| Safeguard the Commercial Amusements..... | 69 | |
| Administration..... | 69 | |
| Summary..... | 70 | |
| Conclusion..... | 71 | |

APPENDIX:

ATHLETICS FOR BOYS:

| | |
|--|----|
| The Athletic Badge Test..... | 75 |
| Group Athletics..... | 82 |
| Events Suitable for Elementary School Athletic Meet..... | 84 |

ATHLETICS FOR GIRLS:

| | |
|------------------------------|----|
| The Athletic Badge Test..... | 85 |
| Group Athletics..... | 88 |
| Suitable Activities..... | 91 |

| | |
|---------------------|----|
| QUESTIONNAIRES..... | 95 |
|---------------------|----|

DIAGRAMS

| DIAGRAM | PAGE |
|--|------|
| 1. What 696 Children Were Seen Doing on Three Different Days During the Hour and a Half After School, Ipswich, Mass., 1914..... | 8 |
| 2. Where 696 Children Were Seen, Ipswich, Mass., 1914..... | 9 |
| 3. Estimated Ages of 696 Children Observed, Ipswich, Mass., 1914..... | 10 |
| 4. Where 696 Children Were Seen by Age Groups, Ipswich, Mass., 1914..... | 12 |
| 5. Games which 153 Boys, 5th-8th Grades, Elementary Schools, Play, and Number Mentioning Each Game as a Favorite, Ipswich, Mass., 1914..... | 13 |
| 6. Games which 158 Girls, 5th-8th Grades, Elementary Schools, Play, and Number Mentioning Each Game as a Favorite, Ipswich, Mass., 1914..... | 14 |
| 7. Frequency of Attendance at Motion Picture Shows by 127 Boys in the 5th-8th Grades, Elementary Schools, Ipswich, Mass., 1914..... | 19 |
| 8. Frequency of Attendance at Motion Picture Shows by 120 Girls in the 5th-8th Grades, Elementary Schools, Ipswich, Mass., 1914..... | 20 |
| 9. The Kinds of Moving Pictures the Children in the 5th-8th Grades, Elementary Schools, Like Best. Ipswich, Mass., 1914..... | 22 |
| 10. Athletic Badge Test. Jumping. Performance of 178 Boys, 5th-8th Grades, Elementary Schools, Ipswich, Mass., 1914..... | 29 |
| 11. Athletic Badge Test. Running. Performance of 172 Boys, 5th-8th Grades, Elementary Schools, Ipswich, Mass., 1914..... | 30 |
| 12. Athletic Badge Test. Pull Up. Performance of 172 Boys, 5th-8th Grades, Elementary Schools, Ipswich, Mass., 1914..... | 31 |
| 13. Increase in Population, 1885-1910, Ipswich, Mass., 1914..... | 61 |
| 14. Proportion of Foreign-Born Population, Ipswich, Mass., 1914..... | 63 |
| 15. Increase of Foreign-Born and Native-Born of Foreign Parents, and Decrease of Native-Born of Native Parents, 1875-1910, Ipswich, Mass., 1914..... | 64 |

PART I

HOW YOUNG IPSWICH PLAYS

One of a community's most vital concerns is how its children and youth spend their leisure time. Acquiring information upon this point therefore was one of the earliest tasks undertaken by the Recreation Survey. Two methods were used: first, the children were carefully observed at their outdoor play, and second, they were asked certain definite questions.

THE PLAY SOUNDING

In the hour and a half following the close of school November 10 and 18 careful observations were made in all parts of the town at the same time, by four adults selected for the purpose. They were instructed to look carefully through the streets, vacant lots, yards, parks, and playgrounds and make a notation of every child or young person up to the age of 21, observed. The information sought was what each one was actually doing, at play or otherwise, and where he was doing it. They were also asked to estimate the ages of the children observed. On November 6 a preliminary sounding was made by the investigator. Each observer was assigned definite territory so as to avoid duplication and all worked at exactly the same time. The results of these "soundings" have been carefully tabulated and summarized.

Altogether 696 children, 447 boys and 249 girls, were observed. Of the total number, 262 or almost 40 per cent of the children and young people were doing nothing. Especially significant is the fact that 168 of the 262 idling boys and girls were idling in groups. Here is where mischief usually starts. A majority of those walking (203) were in reality idling. Fifty-six or eight per cent of the children were playing football and baseball and 22 or a fraction over three per cent were occupied with other games. A play life the two chief features of which

PLAY AND RECREATION IN A TOWN OF 6000

are idling and walking indicates that the community is not discharging its plain duty with respect to the boys and girls. A summary of the ways in which all the children observed were occupied is seen in Diagram 1.

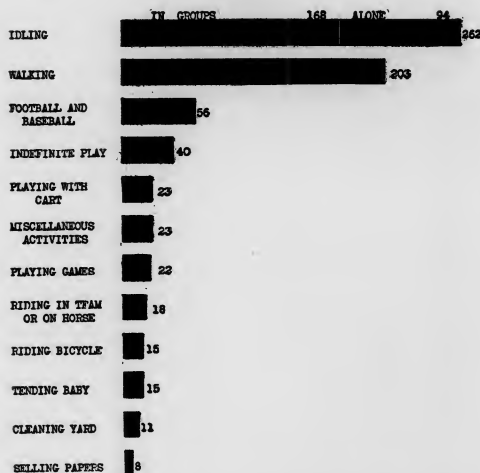


DIAGRAM 1.—WHAT 696 CHILDREN WERE SEEN DOING ON THREE DIFFERENT DAYS DURING THE HOUR AND A HALF AFTER SCHOOL, IPSWICH, MASS., 1914.

In spite of the fact that Ipswich has a wealth of yard space, open lots and a playfield, more than 60 per cent of the children observed were in the streets. Less than 20 per cent were seen in yards, about 12 per cent were in vacant lots and a little over six per cent, all boys, were using the Athletic Field. More than three-fourths of all the girls seen were observed on the street

HOW YOUNG IPSWICH PLAYS



DIAGRAM 2.—WHERE 696 CHILDREN WERE SEEN, IPSWICH, MASS., 1914.

PLAY AND RECREATION IN A TOWN OF 6000

These facts are shown in Diagram 2. Three hundred and fifty-five or 51 per cent of all those noticed were estimated by the

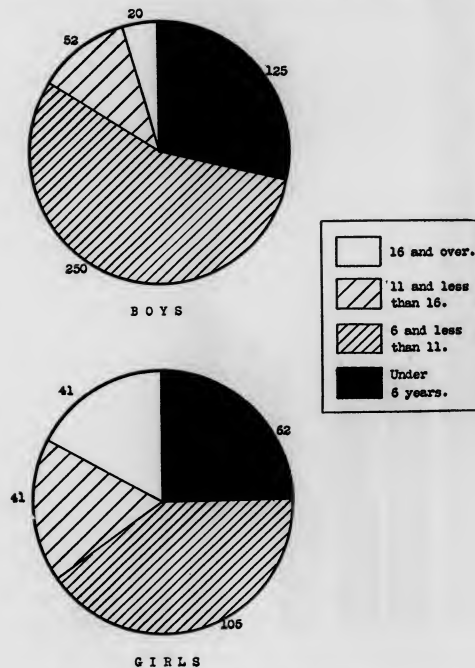


DIAGRAM 3.—ESTIMATED AGES OF 696 CHILDREN OBSERVED, IPSWICH, MASS., 1914.
10

HOW YOUNG IPSWICH PLAYS

observers to be six and less than 11 years of age, about a fourth of them were 11 years of age and over, and 187 or 26.9 per cent were under six (Diagram 3). A further analysis of the figures shows that of the 250 boys and 105 girls from six to 11 years of age, 128 and 72 respectively were seen in the street. The most astonishing fact is that of the 82 girls, 11 years of age and over, 81 were observed in the streets (Diagram 4). Every thinking parent will wonder why. The answer is simple. The streets are more attractive. Make the playgrounds, the school grounds, and the home yards sufficiently attractive to compete successfully with the street.

GAMES THE CHILDREN PLAY

Through the courtesy of the school officials and teachers, the investigator was permitted to go into the class room and obtain information directly from the children. The pupils in the four upper elementary school grades were asked about their play life (see appendix). The first two questions were, "What games do you play?" and "Which games do you like the best?" The answers received from the 153 boys and 158 girls who were at school that day have been carefully studied. Nineteen different games were mentioned by 10 per cent or more of the boys. But only two games, football and baseball, were mentioned by more than half of them. The girls made a better showing, for 10 per cent or more of them mentioned some 24 games. But two games, Hide and Go Seek and Tag, are mentioned by more than half of the girls (Diagrams 5 and 6). These figures mean that while individuals may know quite a number of different games, yet in reality but few games are played to any extent by the majority of the youngsters. These games with the "movies" are the chief elements in the play life of the children. Evidently there is great need for popularizing many of the excellent games mentioned by a few of the boys and girls. Tradition and their lasting value are still keeping them alive but they have not been promoted and given status as have other games. It is a significant fact that all the games liked best by more than 10 per cent of either boys or girls require running, throwing, physical vigor and mental alertness, and other qualities that should be culti-

PLAY AND RECREATION IN A TOWN OF 6000

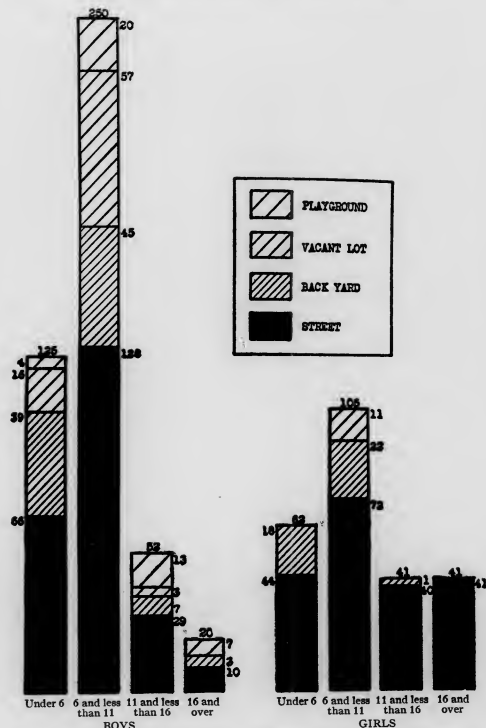


DIAGRAM 4.—WHERE 696 CHILDREN WERE SEEN BY AGE GROUPS, IPSWICH, MASS., 1914.

12

HOW YOUNG IPSWICH PLAYS

vated. Altogether too few children play these games to any extent. Wise, enthusiastic leadership is the great need of the

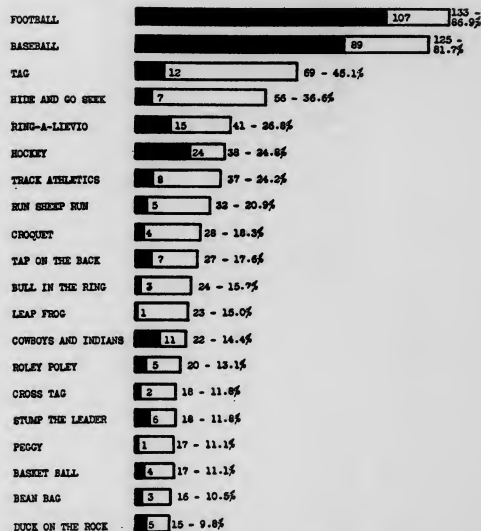


DIAGRAM 5.—GAMES WHICH 153 BOYS, 5TH-8TH GRADES, ELEMENTARY SCHOOLS, PLAY, AND NUMBER MENTIONING EACH GAME AS A FAVORITE, IPSWICH, MASS., 1914.

(The full length of the bar represents the total number mentioning each game; the solid black, the number which mentioned the game as a favorite.)

children of Ipswich. Instruction and leadership in games could well be given in connection with the physical work of the schools and during the recess period. An increased repertoire of games,

13

PLAY AND RECREATION IN A TOWN OF 6000

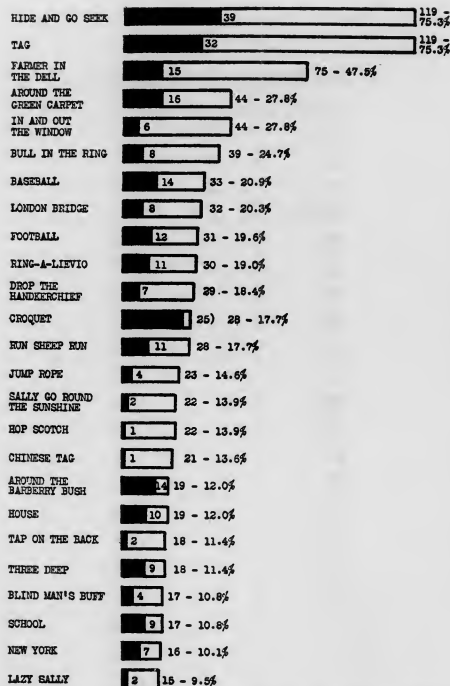


DIAGRAM 6.—GAMES WHICH 158 GIRLS IN THE 5TH-8TH GRADES, ELEMENTARY SCHOOLS, PLAY, AND NUMBER MENTIONING EACH GAME AS A FAVORITE. (The full length of the bar represents the total number mentioning each game; the solid black, the number which mention the game as a favorite.)

HOW YOUNG IPSWICH PLAYS

carefully cultivated by sympathetic leaders, and conscious stimulation of the use of school grounds and the playfield after school hours would so enrich the play life of the children that fewer of them would seek their amusement and fun on the street.

PARTIES

An interesting side-light on the slight attention paid by the home to the play life of the children is seen in the reports on the parties which children have. Information concerning parties was received from 147 of the 153 boys and 156 of the 158 girls. One hundred boys had had no parties for their own friends during the past year, 24 had one party and 11 entertained twice. Twelve held more than two parties. A total of 95 parties was reported. The girls had been hostesses more frequently than the boys, 32 reporting one party, 14 two parties, and 21 more than two parties during the past year. Eighty-eight girls reported no parties. Twenty-one girls had 72 of all the parties. One hundred and thirty-seven parties were held in all by the girls.

WHAT HIGH SCHOOL STUDENTS ACTUALLY DO

In a questionnaire which the High School students filled out, they were asked: "What kinds of athletics or physical training do you engage in?" and "How many hours per week do you devote to such activities?" Answers were received from 101 girls and 78 boys. The only activity mentioned by more than one-half of the girls was walking. A large proportion of this walking was done not for exercise or recreation but incidental to going to and coming from school. A tramp over the hills or along country roads for the pure joy of it is exercise of the pleasantest kind: walking to school or on errands has little re-creative value. In some instances the activity reported as walking was, without doubt, nothing more than idle sauntering along the street in search of adventure. Next in order comes the group of activities which for want of a better term are called physical training, including formal gymnastics or apparatus work of any kind. Of the 42 girls who mentioned these, 31 were in the first year of High School and the reference was obviously to the two periods per week which are compulsory. A glance at the table

PLAY AND RECREATION IN A TOWN OF 6000

(Table A) shows but five activities in which more than 10 per cent of the girls take part. Nine girls said that they participated in no such activity, 39 girls mentioned but one, and 24 girls mentioned two. Over 70 per cent of the High School girls engage as a general rule in not more than two forms of physical exercise. According to their own statements, the average time devoted to such activities is a trifle over five hours per week, less than one hour per day. More than one-third of the girls (36) spend less

TABLE A. ACTIVITIES MENTIONED BY 101 HIGH SCHOOL GIRLS. IPSWICH, MASS., 1914

| Activity | Per cent of girls mentioning each activity |
|--|--|
| Walking | 64 |
| Physical training | 42 |
| Basket ball | 28 |
| Coasting and skating | 21 |
| Swimming | 19 |
| Baseball | 7 |
| Boating, rowing, canoeing, sailing, etc. | 6 |
| Football | 6 |
| Bowling | 5 |
| Horseback riding | 5 |
| Hunting | 3 |
| Nutting | 2 |
| Bicycle riding | 2 |
| Roller skating | 1 |
| Croquet | 1 |
| Tennis | 1 |
| Wheeling baby | 1 |
| Sewing and cooking | 1 |

than 30 minutes a day in the development of physical vigor. It is very noticeable that as the girls grow older they spend less time and indulge in fewer forms of physical exercise.

The High School boys make a better showing. The 78 boys mentioned 23 activities. But one game, football, was mentioned by more than one-half the boys. Baseball and hunting were the next most popular activities. Nine different games and activities were mentioned by 10 per cent or more of the boys.

HOW YOUNG IPSWICH PLAYS

Seven of the 78 boys claimed no form of athletic activity, 32 mentioned only one, and 9 boys engaged in two, a total of 48 or over 60 per cent of the boys. Although the boys averaged a little over eight hours per week devoted to physical exercise, over half put in less than one hour per day. These facts indicate that the habit of daily care of the physique is lacking. The boys,

TABLE B. ACTIVITIES MENTIONED BY 78 HIGH SCHOOL BOYS. IPSWICH, MASS., 1914

| Activity | Per cent of boys mentioning each activity |
|---------------------------|---|
| Football | 56 |
| Baseball | 37 |
| Hunting | 24 |
| Track and field athletics | 23 |
| Walking | 23 |
| Swimming | 19 |
| Coasting and skating | 17 |
| Hockey | 13 |
| Gymnastics | 10 |
| Basket ball | 9 |
| Boating, sailing, etc. | 8 |
| Fishing | 6 |
| Bicycle riding | 4 |
| Tennis | 3 |
| Camping | 3 |
| Farming | 3 |
| Wrestling | 3 |
| Bowling and pool | 3 |
| Haying | 1 |
| Cricket | 1 |
| Horseback riding | 1 |
| Manual training | 1 |
| Aquiplaning | 1 |

as well as the girls, spend less time and engage in fewer forms of exercise as they grow older. Table B summarizes all the answers received from the boys.

The High School pupils were questioned concerning their amusements and social activities. Table C summarizes their answers.

Every progressive High School today encourages the use of the

PLAY AND RECREATION IN A TOWN OF 6000

building by the students. Literary, debating, musical, dramatic, and other forms of student organization which tend to develop latent talents and mental and physical ability, receive the hearty approval of the teachers and parents. Where there are sufficient

TABLE C. AMUSEMENTS REPORTED BY 179 HIGH SCHOOL STUDENTS. IPSWICH, MASS., 1914

| ANSWERS RECEIVED FROM | 78 BOYS | 101 GIRLS |
|--|------------|--------------|
| DURING FIRST EIGHT WEEKS OF SCHOOL TERM | | |
| <i>Motion Picture Shows</i> | | |
| Students who attended | 69 | 84 |
| Total number of attendances | 510 | 550 |
| Average number of attendances per week per individual attending | 1.23 | 1.08 |
| Number of students who attended once a week or oftener | 30 | 32 |
| Attendances of students with member of family | 183 | 262 |
| Attendances of students alone or with some one not a member of the family | 327 | 288 |
| Students over half of whose attendances were with member of family | 16 | 38 |
| Students over half of whose attendances were alone or with some one not a member of family | 48 | 41 |
| <i>Dances</i> | | |
| Students who attended | 26 | 50 |
| Attendances at private houses | 13 | 38 |
| Attendances at public hall | 62 | 97 |
| <i>Church Entertainments, Socials, etc.</i> | | |
| Students who attended | 37 | 68 |
| Number of attendances | 63 | 242 |
| <i>During Past Year</i> | | |
| Students in whose homes parties for young people were held | 32 | 50 |
| Total number of parties | 85 | 147 |
| Students who attended motion pictures or theatre outside of Ipswich | 46 | 72 |
| Number of attendances | 218 | 271 |

facilities the social events of the school are held in the building. The Manning High School is singularly lacking in this respect. There is no glee club to encourage good music, no debating society to develop in boys and girls quickness of thought, logical argument and self-control. The school is neglecting one of its

HOW YOUNG IPSWICH PLAYS

finest opportunities to enrich the lives of the students. Last year High School dances were prohibited and the "Secret Society of General Leisure" was formed among the students to organize dances outside of school. Most communities prefer to have these dances of the boys and girls under the sympathetic supervision of parents and teachers. We understand that the custom of High School dances is to be resumed this year. Some attention might well be paid to the organization and helpful supervision of literary, musical and dramatic societies.

THIRTEEN GO 13
TIMES A MONTH

| | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 13 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

FORTY-EIGHT GO
9 TIMES A MONTH

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 |
|----|----|----|----|----|----|----|----|----|----|

FORTY-FOUR GO
4 TIMES A MONTH

| | | | |
|----|----|----|----|
| 44 | 44 | 44 | 44 |
|----|----|----|----|

FOUR GO 3
TIMES A MONTH

| | | |
|---|---|---|
| 4 | 4 | 4 |
|---|---|---|

SEVEN GO 2
TIMES A MONTH

| | |
|---|---|
| 7 | 7 |
|---|---|

ELEVEN GO 1
TIME A MONTH

| |
|----|
| 11 |
|----|

DIAGRAM 7.—FREQUENCY OF ATTENDANCE AT MOTION PICTURE SHOWS BY 127 BOYS* IN THE 5TH-8TH GRADES, ELEMENTARY SCHOOLS, IPSWICH, MASS., 1914.

THE "MOVIES"

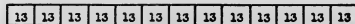
The children in the 5th-8th grades, elementary schools, were questioned as to the frequency of their attendance at motion picture shows. Two hundred and ninety-nine of the 311 boys and girls attend the motion pictures. Sixty-nine per cent of the boys and 55 per cent of the girls go once a week or oftener (Diagrams 7 and 8). The 247 boys and girls who go once a month or oftener attend a grand total of about 1,500 performances per month.

* Twenty-one boys said they went less than once a month, three never go, and two did not report.

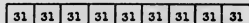
PLAY AND RECREATION IN A TOWN OF 6000

It is obvious that the motion pictures form one of the chief amusements of the school children. Attendance at motion pictures or theatres outside of Ipswich is only occasional, usually incidental to a shopping trip with their parents. Forty-four boys said that they went to the "movies" alone, 61 with friends or chums, and 69 with some member of their family. Some of the children said they went sometimes alone and sometimes with chums or parents which accounts for the discrepancy in these figures. Only 11

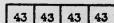
THIRTEEN GO 13
TIMES A MONTH



THIRTY-ONE GO
9 TIMES A MONTH



FORTY-THREE GO
4 TIMES A MONTH



TWO GO 3 TIMES
A MONTH



ELEVEN GO 2
TIMES A MONTH



TWENTY GO 1
TIME A MONTH



DIAGRAM 8.—FREQUENCY OF ATTENDANCE AT MOTION PICTURE SHOWS BY 120 GIRLS* IN THE 5TH-8TH GRADES, ELEMENTARY SCHOOLS, IPSWICH, MASS., 1914.

of the girls go alone, 46 go with their chums, and 109 are accompanied by some member of their family.

The motion picture must tell its story to the eye alone. The loss of the spoken word must be balanced by stimulating the imagination. Frequently the suggestions are not of a whole-some character and are open to different interpretations by different people. Here lies the real danger in motion pictures. Most communities realize this and are taking steps to prevent the exhibition of suggestive and salacious films. The motion

* Twenty-three girls said they went less than once per month, eight go but did not state frequency, five never go, and two did not report.

HOW YOUNG IPSWICH PLAYS

picture show audiences like the unusual and unexpected, excitement and sensation. The popularity of "The Perils of Pauline" in Ipswich illustrates this fact. On an advertising leaflet handed out in the local Opera House is this statement:

"There seems to be no limit to the sensational predicaments in which Pauline is placed by the men who are after her fortune. They are so resourceful in their villainy and have schemes to meet almost any situation. This episode will keep you on the edge of your seat right up to the last picture. It certainly is full of thrills." After seeing the film referred to, we frankly admit the absolute truthfulness of the above statement. There indeed seems to be no limit to the sensational stunts invented by film producers for the consumption of eager, open-eyed boys and girls. It is not surprising that in answer to the question "What kinds of motion pictures do you like best?" 69 per cent of the boys and 52 per cent of the girls voted for those subjects which are readily classified as "thrillers." Compare this with the fact that but 5 per cent of the boys and 3 per cent of the girls mentioned films that could be classified as educational.

The kinds of motion pictures which the Ipswich boys and girls like best are shown in Diagram 9.

Here is food for serious thought on the part of parents and those interested in the welfare of the community. The human appetite if constantly fed with spicy and highly seasoned food will soon be satisfied with nothing else. The boy whose mind is constantly fed on Indians and cowboys, hair-breadth escapes, cunning detectives and deeds of impossible heroes, will ultimately lose all capacity for enjoying anything else. The movie habit carried to the extreme destroys initiative, kills inventiveness and leaves one with a mental appetite so jaded with sensationalism that the actualities of life are distasteful and the possibilities for happy useful living are seriously limited.

Ten or fifteen years ago the nickel novel with its lurid cover and "blood and thunder" contents was the horror of all thinking parents. But Dead-eye Dick never killed so many Indians in a whole novel as the cowboy heroes of the motion picture studio can cause to "bite the dust" in a 30-minute reel. Nick Carter never made such astonishing deductions, such brilliant captures,

PLAY AND RECREATION IN A TOWN OF 6000

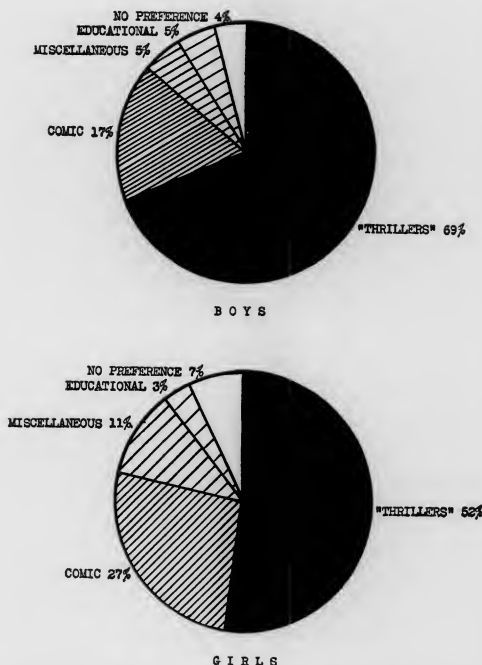


DIAGRAM 9.—THE KINDS OF MOVING PICTURES THE CHILDREN IN THE 5TH-8TH GRADES, ELEMENTARY SCHOOLS, LIKE BEST. IPSWICH, MASS., 1914.

HOW YOUNG IPSWICH PLAYS

nor enjoyed so many narrow escapes, in 150 pages of 10-cent reading, as the moving picture "detectuf" does in 20 minutes of canned adventure. The nickel novel has been displaced by the "thrilling" moving picture.

The effect of love for sensation fostered by the movie has already been seen in the big cities. The records of many Juvenile Courts will show case after case of boys whose crime consisted of working out in their own play the adventures of their favorite moving picture hero. Occasionally it is reported to the Ipswich police that boys have broken into some camp or unoccupied house. How often is this nothing more nor less than the boys living over again in their play some adventure seen in the moving pictures? Let the boys and girls have real adventures in the great out-of-doors, let them accomplish feats of strength and endurance in the friendly competition of the athletic field, see to it that they live their own lives and not the lives of super-heroes and stage adventures. A boy develops moral courage through vigorous, wholesome play, a girl learns to be sympathetic by learning to respect the rights and feelings of her playmates. The sight of moral victories in the movies has a certain positive value, but watching deeds of courage does not exercise moral character any more than watching a strong man lift a heavy weight exercises muscle. Moving pictures of the right kind, however, have a distinct value which should be conserved. Every community may have pictures of this type if it so wills.

The results of the motion picture habit are felt throughout Ipswich. "This town has the ten-cent habit." "It won't spend a quarter for a real play." "It is impossible to make good music or a lecture course pay expenses." Such remarks from sane and conservative men are significant. No doubt the economic element enters in. A father hesitates to spend \$1.50 to take his family to a lecture when they can go to the movies for 30 cents. But Ipswich is neither poor nor close fisted. Has not the fact that the movies are sure to be exciting, while the lecture may be instructive but dull have something to do with it? We do not believe that the people of Ipswich have lost capacity for the enjoyment of cultural entertainment nor the ability to amuse themselves. We wish to call serious attention to this question:

If the motion picture has gained such popularity and influence over the adult population who did not have it in early years, what will be the result in the next generation?

In fairness to the manager of the local theatre it should be said that he provides the pictures which the community demands. The moving picture business is so organized that he purchases so much service of a given type per week.

THE MORAL SIGNIFICANCE OF PLAY

Work and play are vital elements in the life of young and old. But play has a special moral significance to childhood. Boys and girls live to play and through their play the future citizen is moulded. The importance of team work is learned on the football field far better than in books. On the starting line waiting for the gun that sends him on a race, a boy gains self-control. Before the race is over he will have had a lesson in courage and perseverance that will make a lasting impression on his character. In their play boys and girls are constantly meeting the temptation to cheat or take unfair advantage. A victory over dishonesty in play builds character that will win a victory over dishonesty in business or politics. We respect and admire a good loser, or what is more important, a good winner. In the words of Dr. Cabot, "The essence of good sport, obedience to rules, ability to be a modest winner and cheerful loser, is also the essence of self-government, good service, and spiritual growth." Where can these traits be developed better than on a play field?

To the child, play is the serious business of life. It is of first importance. He is obliged to go to school. When he is free his own individuality comes to the surface. Here he begins to realize his ambitions, his boyish ideals. One day he is a robber chieftain, the next, "Broncho Billy." Thinking men and women of late years have recognized the vital significance of right play, of play that builds strength and character. With this has come a realization of the evil of wrong play, of the misery, crime and vice due to wrong ideals learned in early life. In looking for a way to cure the evil two facts stand out: first, a community through its schools has direct control over a considerable part

of the time of the boys and girls; second, in its school property, both buildings and yards, it already owns part of the necessary equipment for conducting a community recreation program. Through these means a town can to a large extent direct the use of leisure time, and not only offer opportunities for wholesome play to its childhood and youth, but also serve in a larger way the needs of the whole community.

SUMMARY OF PART I

1. Play sounding showed:
 - 696 children observed.
 - 40 per cent idling.
 - 30 per cent walking.
 - 15 per cent playing games.
 - 60 per cent in the street.
 - 6 per cent (all boys) on playgrounds and Athletic Field.
 - 75 per cent of all girls seen, in street.
2. Activities, elementary school children (5th-8th grades).
 - But four games, Football, Baseball, Hide and Go Seek, and Tag, were mentioned as games which they played by more than half of the boys and girls. Ten per cent or more of the boys mentioned 19 different games; 10 per cent or more of the girls mentioned 24 games.
3. Activities, High School students.
 - But five activities for exercise and physical development mentioned by 10 per cent or more of the girls. About five hours per week average time devoted to these activities. One-third of the girls spend less than 30 minutes per day.
 - Ten per cent or more of the boys mentioned 23 activities and averaged eight hours per week devoted to them.
 - Over 70 per cent of the girls and 60 per cent of the boys indulge in two or less forms of physical training and exercise.
4. High School students report "movies" and dances as chief amusements.
5. Motion Pictures.
 - Sixty-nine per cent of the boys and 55 per cent of the girls in four upper grades, elementary schools, attend the motion pictures once per week or oftener. Sixty-nine per cent of the boys and 52 per cent of the girls voted for "thrillers" as favorite kind of motion pictures.
6. The moral value of play.

PART II

THE RESPONSIBILITY OF THE SCHOOLS

The people of Ipswich have invested \$70,000 in school property and have recently voted to add \$45,000 more. They have appropriated more than \$35,000 for maintenance during the coming year. They expect their children to be fitted by the schools to maintain positions of usefulness in the community. It therefore becomes the duty of the schools to give the boys and girls every possible advantage, not otherwise provided for, to reach the mark of greatest efficiency.

The science of education has made great strides during the last few decades. No longer does the teaching of the three R's limit the function of the public school. Education is for the whole man. And physical vigor is as necessary a part of successful manhood as mental acuteness. The school must return greater and greater dividends to the community which supports it, dividends not payable in cash to the citizens of today but payable in terms of mental, physical, and moral strength to the citizens of tomorrow.

THE FOURTH R

The right to physical vigor is a fourth R in progressive school systems. Boys and girls must have physical strength if full advantage is to be taken of their educational opportunities. For this reason we find schools providing food for poorly nourished children. We have medical inspection to see that no diseased condition retards school progress. School is childhood's work. School attendance is compulsory by law. Because society makes this demand it must make it its business to see that the child does not suffer physical harm but gains physical stamina, the first condition of mental strength.

THE RESPONSIBILITY OF THE SCHOOLS

THE ATHLETIC BADGE TEST

With a view to ascertaining how well the schools were meeting this obligation to develop physical vigor, the boys in the 5th, 6th, 7th, and 8th grades of the elementary schools were given the Athletic Badge Test. The Athletic Badge Test consists of three sets of standards of increasing difficulty, in three different kinds of physical activity in which boys naturally indulge: running, jumping, and the pull up or chinning. After studying the records made by thousands of boys in these events, certain standards have been set to which the average normal boy ought to attain. The standards are as follows:

| | |
|---------------------|-------------|
| Class A | |
| 60 yard dash | 8½ seconds |
| Standing broad jump | 5 ft. 9 in. |
| Chinning | 4 times |

| | |
|---------------------|-------------|
| Class B | |
| 60 yard dash | 8 seconds |
| Standing broad jump | 6 ft. 6 in. |
| Chinning | 6 times |

The Class A standards are for the younger boys, those usually found in the 5th and 6th grades; Class B for older boys, those in the 7th and 8th grades.

| | |
|-------------------|-------------|
| Class C | |
| 220 yard dash | 28 seconds |
| Running high jump | 4 ft. 4 in. |
| Chinning | 9 times |

Class C standards are for boys of High School age. In these tests, the standard does not represent perfection but merely a "passing mark." Not to attain this passing mark is failure. The standard in these events corresponds to the 60 or 70 per cent which is the passing mark in an academic study. The tests determine not only normal strength but also ability to use and control strength. This is the goal of all physical training. If a boy can neither use nor control his body to a reasonable degree, a vital element in his equipment for future usefulness is lacking.

PLAY AND RECREATION IN A TOWN OF 6000

These tests are being used in the public schools of hundreds of cities and towns throughout the United States. They have been accepted as fair tests wherever used. The inability of any large proportion of the boys of a community to meet these requirements shows first, the lack of physical training either at home or in school, and second, the real need for just such training.

Only one of the 172 Ipswich boys was able to fulfill the three simple requirements. Twelve boys qualified in two of the tests, 46 boys passed one test but failed in the other two. Sixty-six per cent or 113 boys failed to measure up even to the lowest passing mark in any of the events. These facts are important. They are of importance because the School Committee of Ipswich, like the school committees of the other progressive towns of the Commonwealth, are seeking for the boys and girls in their charge three things—intellectual strength, physical vigor, and vocational efficiency. These tests are measures of attainment in the second of these three objects. They are measures of physical vigor.

The examination of the Ipswich boys showed that they are far below these standards. In the Standing Broad Jump the average performances were:

| | |
|-----------|-------------|
| 8th grade | 5 ft. 8 in. |
| 7th grade | 5 ft. 2 in. |
| 6th grade | 5 ft. 3 in. |
| 5th grade | 4 ft. 8 in. |

Even this unsatisfactory record is better than that in either of the other events. Although the average for the 8th grade is almost up to the Class A passing mark, it should in fairness be compared with the Class B passing mark, as that is the mark to which boys of this group ought to attain. The 7th grade's record is far below even the standard that normal 5th grade boys should reach. The average performances of the 8th and 7th grades are from 10 to 16 inches below the standard, and the 6th and 5th grades are from 6 to 13 inches lower than they should be. This is specially significant as it indicates that as the boys grow older they are falling farther and farther below the normal standard (Diagram 10).

THE RESPONSIBILITY OF THE SCHOOLS

The average performances of the several grades in the 60 Yard Dash were:

| | |
|-----------|-------------|
| 8th grade | 10 seconds |
| 7th grade | 11 seconds |
| 6th grade | 10½ seconds |
| 5th grade | 10½ seconds |

The 8th and 7th grades are 2 and 3 seconds respectively below the passing mark; the 6th and 5th grades are 1½ and 2½ seconds below standard. In order to express these facts in the form of a

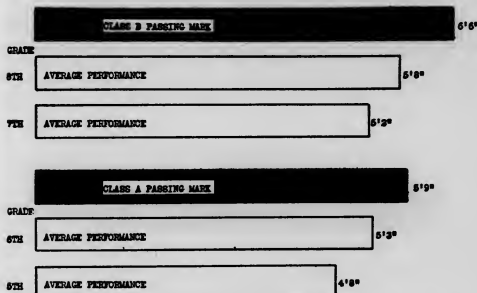


DIAGRAM 10.—ATHLETIC BADGE TEST. JUMPING. PERFORMANCE OF 172 BOYS, 5TH-8TH GRADES, ELEMENTARY SCHOOLS, IPSWICH, MASS., 1914.

diagram comparable with those for the Jump and Pull Up it is necessary to consider the results in the dash in terms of rate of speed per second rather than the record for the entire distance run (Diagram 11). The showing in this event further substantiates the conclusions drawn from the records made in the Jump.

The most surprising feature of the tests and one that should be a matter of concern to every father and every mother in Ipswich, was the performance of the Ipswich boys in the Pull Up.

PLAY AND RECREATION IN A TOWN OF 6000

The averages were:

| | |
|-----------|-----------|
| 8th grade | 2.6 times |
| 7th grade | 2.0 times |
| 6th grade | 2.1 times |
| 5th grade | 1.6 times |

These performances are from $\frac{1}{3}$ to $\frac{1}{2}$ of what the boys ought to do normally. Thirty-one or 18 per cent of the boys could chin themselves only once, and 39 or 23 per cent of all those tested

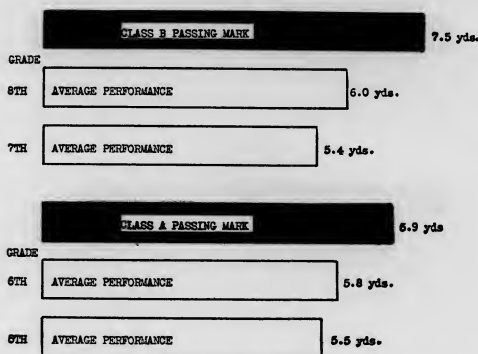


DIAGRAM 11.—ATHLETIC BADGE TEST. RUNNING. PERFORMANCE OF 172 BOYS, 5TH-8TH GRADES, ELEMENTARY SCHOOLS, IPSWICH, MASS., 1914.
(The results are given in terms of rate of speed per second.)

could not do it at all. This indicates a lack of development and ability to use arm, shoulder and abdominal muscles (Diagram 12).

The High School boys when tested by the Class C standard were also found to be below the mark. Of the 75 boys who tried the test, not one was able to qualify in all three events, only one

THE RESPONSIBILITY OF THE SCHOOLS

in two of the events, and but 16 in even one event. Fifty-eight boys or 77 per cent were unable to pass in any test whatever. Fourteen boys qualified in the Pull Up, four in the Jump, and one almost finished the Run within the required time. An allowance of two seconds was made in the Run in order to overcome any possible disadvantage due to imperfections in the course.

It is a pertinent fact that the one boy in the elementary school who qualified in the test and the High School boy who made the

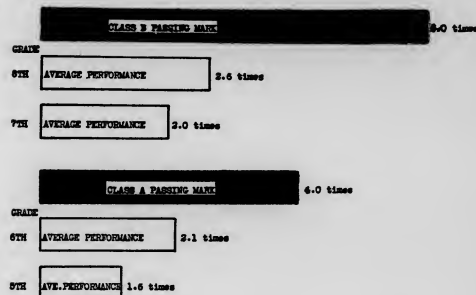


DIAGRAM 12.—ATHLETIC BADGE TEST. PULL UP. PERFORMANCE OF 172 BOYS, 5TH-8TH GRADES, ELEMENTARY SCHOOLS, IPSWICH, MASS., 1914.

best all-round record, have both had the benefit of physical training, the former in the local Y. M. C. A., and the latter in the schools of a neighboring town.

IPSWICH VS. CITY BOYS

These facts are even more significant when compared with similar facts. Place these records beside the average performances of the same school grades in the Borough of Manhattan of the city of New York. It is a fair comparison. The Manhattan records are not the best in the city for their respective grades except in two instances: the Jump for the 7th grade and

PLAY AND RECREATION IN A TOWN OF 6000

the Run for the 6th grade. These records are not the high marks attained during the course of several years, but the actual physical rating of the boys in the regular work of the past year. The majority of these boys live in the most congested section of

TABLE D. COMPARISON OF CLASS RECORDS OF IPSWICH, MASS., AND NEW YORK CITY BOYS IN THE ATHLETIC BADGE TEST. IPSWICH, MASS., 1914

| Performance in Standing Broad Jump | | | |
|------------------------------------|--------------|------------------------|-------------|
| Grade | Passing Mark | Average performance in | |
| | | Ipswich | Manhattan |
| 5th | 5 ft. 9 in. | 4 ft. 8 in. | 5 ft. 8 in. |
| 6th | 5 " 9 " | 5 " 3 " | 6 " 5 " |
| 7th | 6 " 6 " | 5 " 2 " | 6 " 10 " |
| 8th | 6 " 6 " | 5 " 8 " | 6 " 11 " |

| Performance in 60 yard Dash (rate of speed per second) | | | |
|--|--------------|------------------------|-----------|
| Grade | Passing Mark | Average performance in | |
| | | Ipswich | Manhattan |
| 5th | 6.9 yards | 5.5 yards | 9.6 yards |
| 6th | 6.9 " | 5.8 " | 9.8 " |
| 7th | 7.5 " | * | * |
| 8th | 7.5 " | 6.0 " | 9.9 " |

| Performance in Pull Up | | | |
|------------------------|--------------|------------------------|-----------|
| Grade | Passing Mark | Average performance in | |
| | | Ipswich | Manhattan |
| 5th | 4 times | 1.6 times | 7.8 times |
| 6th | 4 " | 2.1 " | 11.8 " |
| 7th | 6 " | 2.0 " | 11.4 " |
| 8th | 6 " | 2.6 " | 12.8 " |

Greater New York where the health conditions and opportunities for exercise do not compare favorably with those enjoyed by the boys of Ipswich. The important thing is that these city boys have had definite physical training and properly guided play as a regular part of their school work.

* The 7th grade run records were made indoors, hence a comparison would not be fair.

THE RESPONSIBILITY OF THE SCHOOLS

Table D shows some startling facts. The city boys can out-run and outjump the Ipswich boys. In the Pull Up the Manhattan boys' performance is about six times as great as that of the boys of Ipswich. The excellence of the Manhattan boys is not due to exceptional skill or greater inherent ability. It is due to the careful physical training in the school. The training that has done this for the Manhattan boys ought not to be denied to the Ipswich boys. These figures do not indicate inherent weakness nor ill health. They prove beyond question that insufficient attention has been paid to the physical training of the boys in Ipswich.

ALL-ROUND PHYSICAL TRAINING NECESSARY

Practically no physical training work is done in the Ipswich Public Schools. In the first year of the High School two periods a week are devoted to this kind of activity. This advance step is to be commended, but the teachers who have this work in charge, handicapped as they are by lack of special training, necessary equipment, and grounds poorly spaced and graded, can not do the most efficient work. However, they are doing the best they can and are alert to the needs. For the other classes, both in High and Grammar schools, simple calisthenics for a few moments a day constitute the only form of physical training provided by the schools.

Calisthenics are necessary in the schoolroom to shake off drowsiness, renew energy, and provide an outlet for the natural restlessness of boys and girls. But calisthenics are at best perfunctory activities, without the free, adventurous, imaginative qualities of games and free play. Few take calisthenic exercises in after life. They do not build life-long habits. They lack the co-operative team work, opportunity for developing real leadership, and stimulation found in free games and active play. No incentive to succeed, no training of good sportsmanship exists. Calisthenics are better than nothing, they are a step in advance, but they are not sufficient in themselves to insure physical efficiency and to teach the social lessons demanded of the school today.

Practical physical training develops vitality, stamina, endurance, resistance to disease, and practical habits that will continue

in after life. With this should be imparted sufficient technical knowledge of biology, heredity, physiology, anatomy, bacteriology, fatigue, sleep, rest, exercise and metabolism, to understand the laws governing health and strength.

Finally, the whole field should be studied from a social viewpoint, that the citizen-to-be may understand and appreciate the methods of social sanitation, disease prevention and promotion of national physical vitality.

REVITALIZING THE RECESS

Through the organization of play during the recess period much physical education can be imparted without interfering in any way with the prime purpose of the recess. In fact, the period can be made of more real value both to teacher and pupil. Organization of games under right leadership insures the enthusiastic participation of all the boys and girls. A teacher can obtain a much more sympathetic understanding of her pupils if she for a brief time ceases to be "teacher" and becomes the leader of a rousing game. The complaint is made by some teachers that they themselves need the time for rest. If we believe that a few minutes' outdoor exercise is refreshing and stimulating for the pupil, why not for the teacher? Experience has proved that when teacher and pupil play together, mutual understanding and co-operation result, and better teaching and learning follow.

At present this fact is not generally recognized in Ipswich, especially in the upper grades. Recess periods were observed at the Dennison, Payne, Winthrop, Burley, and Manning High schools. For the boys, disorganized "rough-house," for the girls, loitering up and down the walks and sitting on benches formed the chief activities. At the Burley School evidence was at hand that a very commendable effort had been made to organize the play. Older girls had been taught some simple games and they in turn were teaching the younger children. The boys were enjoying a fairly well organized football game under the leadership of one of the older boys, but even with these features many of the boys and girls were seen taking no part and hence gaining nothing. At the Payne School one of the teachers was conducting a ring game. Practically all the teachers when asked if they made

any attempt to organize the play during the recess period answered "No." Here the teacher is not to blame. The community which has engaged her has made no such demands, and has given her no equipment to work with. We believe after talking with most of the teachers in the elementary schools, that with but few exceptions, they, if properly supported by the community and their superiors, would be glad to take fullest advantage of the recess time. This statement is based not on any direct questioning of the teachers for that purpose but on their attitude toward their work.

HIGH SCHOOL ATHLETICS

The High School supports football, baseball, and hockey teams for inter-school competition. Representative athletics like these are good and should be encouraged in every way. They develop school loyalty and furnish the best kind of physical training for the boys who play. The weakness of this system is that relatively few boys either play or practice with the teams. The vast majority obtain no positive benefit. The athletic life of the school should be conducted so that every boy would have the benefit of physical training. Commendable progress has recently been made by the introduction of inter-class basketball, thus quadrupling the number of boys actively participating. The girls have basket ball in the High School hall, but there are no facilities for dressing and bathing, and during the season when basket ball is most played it is impossible to heat the hall. No coaching or adequate supervision is given by the authorities. The girls should receive as much attention as the boys. A physical training program which would include all the girls should be worked out and conducted under the supervision of a well equipped teacher.

EXTENDING THE PHYSICAL TRAINING COURSE

In an ideal school system physical training should be a required course from the kindergarten through the last year of High School. In the lowest grades this work is naturally done by means of simple games. In the upper elementary grades organized athletics and games should supplement some of the more

formal gymnastics. The Athletic Badge Test and various forms of group athletics are excellent for this period as they offer an opportunity for every boy and girl to succeed without having to defeat their more athletic companions. At present in Ipswich, physical training should be required in the first two years of the High School for both boys and girls. In the last two years it may be optional but provision should be made for such older students as care to continue the work. An athletic program which offers every boy and girl a fair chance of success, and an incentive to take part, which includes large group games that develop team work and individual responsibility,—such a program should be developed as part of the regular school work and should be carefully organized, supervised, and encouraged by school authorities and the community at large.

HANDICAPS TO BE REMOVED

Two handicaps stand in the way of any adequate system of physical training: lack of facilities and equipment, and lack of trained instruction and supervision. Manning Hall would serve fairly well for some forms of gymnastics and athletics if it could be heated, and shower baths and lockers provided. Ipswich, however, badly needs a public gymnasium. The next school which the town builds should contain one, not only for the use of the school boys and girls, but for the whole community.

NEEDED—A TRAINED PHYSICAL DIRECTOR

The school children need a trained physical director. He should be a man of good technical training, but should also appreciate the great social forces involved. The right man would return value many times his wages to the boyhood and youth of Ipswich. He could divide his time at first between teaching in the High School, conducting the physical training, and supervising the physical work in the elementary schools. There should be attached to the High School faculty a woman who could properly conduct the physical training and athletics for the girls. Definite time should be allowed for this work and proper compensation provided for the teacher. The regular grammar school teachers who have had normal school training

are usually qualified to care for this work in their own grades. The great need here is some definite organization of the work as a regular part of the school program.

PRESENT SCHOOL FACILITIES

Ipswich has nine school buildings in the town proper and two in outlying districts. The Linebrook and Candlewood schools are district schools some miles from the center of the town. Of the nine schools, the Dennison, Wainwright, Cogswell, Payne, and Portable schools are used entirely for the lower grades. The Warren Street and Winthrop schools are used exclusively for the higher elementary grades, the Burley has both beginners and older grammar school children. The Manning High School completes the list. All of the buildings, except the Burley, are of wooden construction.

SCHOOL YARDS INADEQUATE

In but two cases has a generous provision of play space been made. These are the Burley school property, where an adequate amount of land was given to the town, and the Manning property, another gift. Since the fence separating the Winthrop from the Manning school was removed the grammar school pupils find sufficient space on the High School grounds. The Manning school property, however, is uneven and needs grading before it can be of any great usefulness. The Dennison school has not a single square inch of yard. The boys and girls use the green back of the First Church for a playground. The Wainwright school, perched picturesquely on the side of a hill, offers but the street and a concrete walk for play activities. The Warren Street school, a reconstructed fire-house, must literally turn the children into the street at recess time. The Manual Training Building, which is on the same property as the Warren Street school, occupies land that should rightfully belong to the children for play and what space is left in the rear of the building is so rough and broken that it is at present utterly useless.

The Cogswell and Payne schools have a fair provision of space. The space is best arranged at the Cogswell school, but still there is hardly room for any organized games. The play at recess

runs over into the street. There is no room for expansion. At the Payne school the situation is not even as good. This property is fenced so that the recess activities are entirely confined within the yard, where there is not sufficient space for all the scholars of different ages. The result is that the smaller children are pushed to one side. Being bounded on three sides by streets and on the fourth by the railroad there is no way of alleviating this condition. The yards of the Payne, Warren Street, and Cogswell schools are hard gravel. One almost universal feature of the Ipswich school yard is the ash-heap. In several of the yards they are so placed that they either cut off much of the play space or are continually run into and scattered to the four winds.

EQUIPMENT LACKING

There is no apparatus or other equipment for play activities on any of the schoolyards. The High School boys have made a pair of jumping standards and the remains of two jumping pits and a shot put ring are in the rear of the building. Inexpensive apparatus such as horizontal bars, swings, teeters, a giant-stride, and a balancing bar, apparatus which can be built in the manual training shop by the boys themselves, should be installed. A sandbox ought to be provided for the younger children. A jumping pit and jumping standards, tether ball, rubber quoits, basket balls, jump ropes, both long and short, bean bags, and soft rubber balls ought to be included in the equipment of every school. With such simple equipment as this the teacher can make the recess period of great constructive value to her pupils.

CHILDREN'S PLAYGROUND

The grounds of the Burley school are well situated for a playground for the smaller children after school hours and during the summer vacation. It is within safe and easy reach of a large child constituency. With a little grading and a few pieces of simple apparatus it could easily be equipped. During the summer months a trained playground worker should be engaged to conduct the activities on this property. Trees and shrubbery might well be planted to insure in the years to come a protection against the sun. In the meantime a temporary awning could

be installed. But before this property or any other used for like purposes can render a full return to the community trained leadership must be provided. It may not be possible for the school department to provide such leadership at the present time, but any plan for the future development of the physical training department in the schools should provide such supervision. The instruction in games should be such that the play repertoire of the children will be sufficiently increased so that the amount of idling noted in the previous chapter will notably decrease.

WIDER USE OF THE SCHOOL PLANT

Many cities and towns are throwing open their school buildings after the regular school sessions and during the evenings for civic, social, athletic, and general recreational purposes.

A house owner who rented his building but six months of the year would consider it a poor investment. Ipswich has \$70,000 invested in school property. The schools with one exception are used 5 hours per day for 200 days of the year. The rest of the time the buildings are idle, are making no returns on the investment. If the house owner mentioned above could by the addition of a furnace or the installation of electric lights rent his building for twelve months a year, he would consider the expenditure a good one. If Ipswich by a relatively small additional investment can increase the use of its buildings 100 per cent, can the community afford not to make the investment? In fact, the principle of wider use of the school plant has been so generally recognized that the modern school building is being so constructed that it will meet that need.

COMMUNITY CENTERS

The Community Center movement shows steady growth. That the need for just such use is recognized in Ipswich is seen in the attempt recently made to raise money for a Community Club. Every school building in Ipswich is a possible community club house, and the only kind of club house that can meet the democratic needs of the whole community. Why spend \$40,000 when less than one-tenth of that sum will more than meet the requirements of the entire community in a better way?

The only evening use now being made of the school buildings is for evening school. Two of the buildings could very well be adapted for wider use activities by responsible bodies of citizens. Arrangements should be made to open one of the buildings on the Manning property for this purpose. The High School building offers the best facilities, as it has an auditorium and large corridors. The evening school could be moved to the Winthrop school where provisions could be made for lighting and janitorial service. Such an arrangement would involve little additional expense. In many places where the community has the use of the school buildings a nominal charge is made to cover the light and janitor costs. The object should not be financial profit, but increased usefulness of the school plant. The Burley school might well be lighted and used. Modern school buildings are being equipped with movable furniture so that any room may be cleared or rearranged for club meetings, games, gymnastics and dancing, when not used for regular school work. This type of furniture is also better for the regular work, and allows far more thorough cleaning of the room. When replacing old desks or equipping any new rooms in the future, serious consideration should be given to the adoption of movable furniture.

The school authorities backed by the community should not only make proper provision for more extended use of the school plant but should encourage and stimulate such use. The school as a center for the community opens the way for the development of latent talents in music, art, public speaking, literature, and science, but the value of a center where all the people can meet on a friendly basis and play together can not be reckoned in dollars and cents. Take an embryo orchestra struggling through the latest popular air, add to it a group of girls swaying to the rhythm of a folk dance, a boys' club occupied with wireless telegraphy, a score or more of our newest Americans listening to a talk on citizenship by some well-informed town father, place them all in a school building under a wise and tactful leadership and you have a force in the community the value of which must be reckoned in terms of richer lives, mutual understanding, hearty co-operation, social efficiency, and human happiness. When the citizens of a town can meet in their school house for

the discussion of local civic problems, then a big weapon against bad government has been secured. When the young man of the community knows that a welcome and a good time await him at the school house, that there he can satisfy his longing for companionship and fun, develop his physique, or enjoy the mental stimulus of debate he will turn less and less to the street, the poolroom or saloon for his recreation. An efficient community center stimulates the physical, mental and moral vigor of a town. It develops good citizenship and progressive graftless government. The time will come when a schoolhouse without facilities for use whenever wanted, day or night throughout the year, will be considered a poor investment.

SCHOOL GARDENS

That Ipswich has realized the value of garden work in connection with the schools is seen in the system of Home Gardening now in practice. By the joint action of the Grange, Women's Club, and School Department, the boys and girls are encouraged to plant and care for gardens at their own homes. In the fall the children bring their best products to an exhibition where prizes are awarded. This is a progressive movement on the part of the organizations interested. However, the gardening as conducted at present has several drawbacks. Very little practical instruction is given the children, so that much of the benefit is lost. In the second place, if the work is to be part of the school course, as it should be, the gardens ought to be available for more careful inspection by the school authorities. At the Burley school, where an attempt has already been made, and in the rear of the Manning school, there is space admirably adapted for this purpose.

We have reason to believe that it sometimes happens that the flowers and vegetables brought by the children to the exhibition are not always the product of their own gardens. This form of cheating is especially pernicious and should not for a moment be tolerated by parents or interested organizations. Dishonesty in matters of this kind presents a deadly ideal to the child and kills incentive in children who are honest but who naturally cannot compete with a professional florist or farmer. The giving of

PLAY AND RECREATION IN A TOWN OF 6000

prizes, particularly prizes of any money value, creates a great temptation to use unfair means. When accompanied by an inadequate inspection system, the temptation is much greater. If the gardens are conducted at home, let the decision as to winner be made on the gardens themselves rather than at the exhibition. The better way is to allow each child that so desires a plot of ground on school property and provide definite practical instruction not only during school terms but throughout the summer. Let the goal be a fine garden, a love of flowers, a sense of civic beauty and pride rather than a prize.

BEAUTIFYING SCHOOL YARDS

In this connection it would also be well to pay some attention to the beautification of the schools themselves. The public buildings of a community should set a standard of fine architecture and well kept grounds. How can the teacher be expected to inculcate a love of art and the beautiful, and a sense of civic pride when the school buildings and grounds are as poorly cared for as, for example, the Payne school? These grounds are an eyesore which a self-respecting community should no longer tolerate. The school garden work offers a splendid opportunity for the children themselves to plant vines along fences and shrubbery around the building. An annual Arbor Day celebration when the boys and girls could pay special attention to their own schools would be worth while.

SUMMARY OF PART II

1. Right to physical vigor is the fourth R in progressive school systems.
2. Ipswich boys far below passing mark when tested by Athletic Badge Test.
3. Ipswich boys completely outclassed when compared with the boys from the congested districts of New York City.
4. Great need for adequate physical training in public schools.
Can be obtained by:
 - a. Revitalizing the recess.
 - b. Extending the physical training course.
 - c. Organizing the athletics.

THE RESPONSIBILITY OF THE SCHOOLS

5. Handicaps to be removed.
 - a. Inadequate gymnasium and bathing facilities.
 - b. Lack of trained supervision.
 - c. Inadequate school yards.
 - d. No equipment.
6. Playgrounds.
7. Wider use of school plant.
 - a. Community centers.
 - b. School gardens.
 - c. Beautifying school grounds.

PART III

PRESENT OPPORTUNITIES FOR RECREATION

If the town of Ipswich is to plan for an adequate recreation system it is first necessary to determine what opportunities and facilities now exist.

A town would indeed be backward if some provision had not been made to meet the desire for pleasure and wholesome recreation. In this respect Ipswich is no worse than many other communities similarly situated. But Ipswich is not meeting its full responsibility, nor will that responsibility be met until a plan has been developed and put into operation that will satisfy the natural craving for play which exists in old and young and which if not satisfied in a wholesome way at home will be satisfied in some way elsewhere. Ipswich has many natural opportunities. Woods and open country are near at hand. The river and beaches offer an exceptional opportunity for swimming, sailing, and other water sports, besides skating in the winter. Let us take stock of the resources which the town now possesses.

THE PARKS

Ipswich has three park spaces; the series of plots in the center of the town from Central Street to Meeting House Green, the South Commons, and a strip of river bank along Turkey Shore Road and Prospect Street. This last piece of ground is useful only as a beauty spot and should be so cultivated. The river banks through the town are often used as dumps, which besides being more or less of a health menace are unsightly eyesores and detract much from the natural beauty of the town. The South Common is a beautiful stretch of lawn. On the section next to the cemetery a baseball diamond has been laid out and a back-stop erected. This furnishes a meeting place and playfield for the youngsters in this part of the town. Saturday afternoons in

PRESENT OPPORTUNITIES FOR RECREATION

the summer time the ball field is often used by the employees of the mill.

The town is indeed fortunate in having its Main Park centrally located. It is well cared for and a distinct asset. On that part of it back of the First Church an attempt has been made to increase its usefulness to the community. A back-stop has been erected and several benches placed at convenient spots. When a man invests money in a business he expects to put some thought and energy into seeing that he gets the best possible return from his investment. If he cannot do this personally he hires a manager to do it for him. When a community purchases facilities for increasing the health and happiness of the citizens it should devote time and energy to insuring the best possible use of the opportunity. It is a trite saying but nevertheless true that what is everybody's business is nobody's business. Hence the community should see that someone trained for the purpose has the responsibility of returning to the community full dividends on its investment. A definite plan for the administration of these recreational facilities is suggested among the recommendations at the end of this report.

PLAYGROUNDS

In 1912 Ipswich invested \$2,100 in the playfield on the Linebrook Road. This was a progressive step. Very little, however, has since been done to improve this property or so equip it as to render the greatest service to the community. The High School boys have put up football goals and bleachers for baseball, and a baseball diamond has been laid out. Practically all of the athletic activities of the town are conducted here. A good dirt running track with a hundred yards straight-away should be built. Better provision ought to be made for spectators, and a small field house should be constructed to furnish lockers and dressing room for the home and visiting teams, and the storage of supplies. The usefulness of the grounds would be greatly increased by the addition of several public tennis courts. Tennis is a popular game for adults as well as young people. At present only those who own, or have friends who own, courts can indulge in this invigorating game.

The Ipswich mill has set aside a strip of land as a playground in that part of the town occupied largely by its employees and has equipped it with good steel apparatus. Two serious mistakes were made. Not enough space was allowed for free play and group games. In fact the playground is so situated that such allowance is almost impossible. In the second place no supervision was provided, with the result that always follows such a condition. The playground instead of being a constructive force as intended, is in grave danger of becoming a public nuisance. It is just as logical to build a schoolhouse, furnish it with desks, books, maps, etc., and provide no teacher as it is to build and equip a playground and provide no trained leadership. One will be of just as much real value to the community as the other. If, however, a teacher is placed in the school room and a play leader on the playground both will be community assets. We have long since seen the fallacies in the argument that play to be real must be without supervision and guidance. Play can and must be guided if this vital factor in the life of a child is to build physical strength, create good sportsmanship, and develop moral character.

THE RIVER AND BEACHES

Ipswich is fortunate in its situation. The Ipswich River runs directly through the town and the beaches are within easy reach. Few towns have such opportunities for boating, bathing, sailing, and other water sports. Over 60 per cent of the boys and 34 per cent of the girls in the four upper grades of the elementary schools swim. The majority of the boys use the river. Some years ago the town provided bath houses at certain points on the river but because they were abused by a few people in the community the houses were removed. It would have been better to stop the abuse than to destroy the bath houses. The bath houses should be restored and supervision provided. Separate facilities should be provided or certain hours set aside for the use of the bath houses by women and girls. A swimming float and a diving board are needed. Efforts ought to be made not only to offer safe opportunities, but attract people to the river for bathing. Swimming is one of the healthiest and best exercises, particularly for adolescents. Adequate swimming facilities are one of the

best antidotes for certain forms of sexual abnormalities. By a relatively small expenditure of money plus some care and thought, Ipswich can increase the use of one of its best opportunities for wholesome recreation. Where so many boys and girls already use the river, adequate provision to render it safe should be made before some boy or girl is drowned. Many communities hire a man during the summer to guard against accidents and give instruction.

ATHLETICS

The High School supports football, hockey, and baseball teams and a girl's basket-ball team. The Y. M. C. A. runs a baseball and hockey team and has two track meets per year. These different teams take part in perhaps 60 match competitions. Besides this the town has a bowling team which is making an enviable record in the North Shore League. They play a regular schedule during the winter months, averaging about one game a week. The Ipswich Bowling Club, composed of about 20 men and women, rents the alleys one evening a week during the season. There are about half a dozen baseball teams other than those mentioned above, composed of men and boys, many of the latter being grammar school boys who organize themselves into class teams. At one time the Ipswich Mills Athletic Association supported baseball teams and a bowling league but the organization is at present inactive.

Two unfortunate conditions are noticeable. First, the lack of practically any athletic activities by the girls, and, second, the relatively small number of men and boys who play these different games. A Public Athletic League similar in organization to those now active in many cities would do much to enrich the athletic life of the community, and bring a much larger proportion of the boys and girls into active participation. Only by organizing the athletic interests can such effectiveness be obtained. Every man and woman should be invited to support such a league. The control and responsibility should be placed in the hands of a small executive committee of public spirited men and women, willing to give some time and thought to these vital interests of the town. The physical director in the public schools, whose job should be an all-year one, ought to serve as the ex-

PLAY AND RECREATION IN A TOWN OF 6000

ecutive secretary, thus assuring the heartiest co-operation of the League and the schools and rendering the work a well balanced whole. The work should be divided into Boys' and Girls' Branches so that both may have adequate attention.

THE CHURCHES

Ipswich has nine churches, four Catholic and five Protestant. Most of these are trying in some way or other to meet some of the recreational needs of their constituencies. Practically all of them have societies for young people which are partly social in purpose. A number of Bible Classes meet occasionally for social intercourse. In the five churches from which accurate data were secured there are nine such organizations, of a total membership of about 300. They have an average attendance at their affairs, which in some cases are held weekly, of about 200. An organization closely allied with one of the churches gives frequent dances and whist parties, another church conducts a dancing class for its young people. One church has weekly suppers, another is definitely planning for improved facilities for boys' and girls' clubs. The Sunday Schools of the Protestant Churches combine for an annual picnic and the Men's Clubs of these different churches have recently organized a Federated Club which has great promise of usefulness to the community. These activities are good and ought to be encouraged in each church. They indicate a spirit of service and alertness to the needs of the people. The prime object of the church is not recreational. Any single church reaches but a small part of the population and is therefore by its very nature and function handicapped in efforts to provide adequately for recreational activities of the whole community. However it is possible for the church by means of entertainments, socials, picnics, athletics, and similar activities not only to increase its own effectiveness but also to be of great service to the community in encouraging fair play and square dealing in play as well as in business.

THE Y. M. C. A.

The Y. M. C. A. in Ipswich is connected with the County Work of the national organization. At present it is inadequate

PRESENT OPPORTUNITIES FOR RECREATION

quately housed in four rooms on the top floor of a business block. Its membership is limited to 100 men and boys between 12 and 25 years of age. A board of management consisting of six older men of the community and a local secretary has control of its activities. Its budget this year calls for \$700, of which \$300 is to meet an accumulated deficit of the past five years. Handicapped by lack of sufficient funds and its four dilapidated, poorly equipped rooms, this organization is nevertheless alive to the needs of the boys and young men of Ipswich and is working to its full capacity. The rooms are open four nights a week, during 10 months of the year. Members are divided into three groups by ages. One social and one athletic evening and an evening with an outside speaker are held each month. The following is a report of the activities for the year ending April 1, 1914:

| | |
|--|-------------------|
| Number of rooms occupied | 4 |
| Total number of boy members | 35 |
| Total number of men members | 42 |
| Average attendance at meetings | 57 (three groups) |
| Number of educational lectures of high order | 1 |
| Attendance at same | 50 |
| Number of practical talks | 3 |
| Total attendance | 75 |
| Number of socials and receptions | 12 |
| Attendance at same | 400 |
| Number of religious services | 12 |
| Average attendance | 21 |

This organization in proportion to its investment is returning as large a dividend as could be expected. It merits and sadly needs the heartiest co-operation of the community.

One of the greatest needs of the town is a gymnasium. Such a building and its use should be provided either under the control of the schools or the Y. M. C. A. For obvious reasons we believe the better plan would be to have it as part of the school plant and the use of it at certain times rented to the Y. M. C. A. This arrangement would obviate unnecessary duplication. In time the Y. M. C. A. will doubtless need its own gymnasium and can then make adequate provision. At present the community should see to it that this valuable organization is properly housed and sufficiently equipped to perform its proper function

PLAY AND RECREATION IN A TOWN OF 6000

in the town. It is a significant side-light on the public spirit and civic pride of a town when its local Y. M. C. A. must limit its membership to a small proportion of its normal constituency because of inadequate support. Whether Ipswich shall try to meet the local requirements through an enlargement of its Y. M. C. A. plant or, as is increasingly being done in other communities, meet the social and recreational needs through a greater socialization of school facilities is a question which Ipswich will have to decide for itself.

BOY SCOUTS AND CAMP FIRE GIRLS

Ipswich has one patrol of 34 Boy Scouts under the auspices of a local scout council. This patrol is doing good work under the direction of its enthusiastic leader, but there should be an extension of the organization. There is room for another patrol among the American boys and at least one with the Greek and Polish boys. This organization besides its value in developing the minds and bodies of the boys, satisfying their love for adventure, and directing part of their play-life along constructive lines, is one of the best means of developing mutual respect and understanding among boys who in another decade must live and work together.

The Ipswich Camp Fire Girls have not enjoyed so far the local success of the Boy Scouts. Last year a Camp Fire group of six to nine girls met, but the undertaking has not been sufficiently developed. The girls as well as boys need some agency to develop and use their natural love of adventure and the out-of-doors. At present a group calling themselves the Girl Scouts are accompanying the Boy Scouts on some of their expeditions. Perhaps the needs of the girls can be met through the further organization of this group. We are just beginning to realize that in this kind of social activity the organization must always fit the interests of the boys and girls and not the boys and girls be made to fit the preconceived ideas and theories of an organization. The minds of the children at this age are developing. Their interests come and go with astounding rapidity. It is only by keeping pace with the boy and girl that we can retain influence and be of any great help in the developing process.

PRESENT OPPORTUNITIES FOR RECREATION

In connection with this subject, mention should be made of the Club of Greek Girls organized by the local librarian. Club rooms are rented in a private house and are open every week day evening. Sewing and embroidery classes are conducted and on Saturday evening some recreational features are introduced. We commend this movement as it shows an interest in and a sense of social responsibility to these new Americans who will mother future citizens. We fear, however, that unless the program of activities is made more varied the girls will lose interest after some months. This kind of club could well meet in the public school where not only rent would be saved but where the interest and good will of the community would be felt.

FRATERNAL ORDERS AND CLUBS

There are sixteen fraternal orders in Ipswich. Besides these there are the Federated Men's Club, the Women's Club, Equal Suffrage League and the Ipswich Historical Association. Most of these organizations have social and recreational features with their other work. It is impossible to tell the amount of social life which these bodies furnish their members. Some have frequent dances, suppers, whist parties, entertainments, and the like and no doubt supply a large part of the social life of their constituencies. They are important in this study only in so far as they afford public opportunities for wholesome recreation.

THE PUBLIC LIBRARY

That the Public Library is one of the recreational resources of a town needs no proof to any one who enjoys good reading. Ipswich is fortunate in having a library that is seeking opportunities to be of real service to the community. It has a good collection of books, some of great historical value. Last year its circulation was more than 24,500. We suggest that a children's room be installed with story-telling and club work. We understand that a room is available, the only lack being that of library service. The children's room is regarded in most libraries as one of its chief assets. There should be close co-operation between the Library and the schools. School libraries could be placed in

the school rooms and lists of new books and special reading furnished the teachers for use in their work. The Library should also assist in the nationalization of the large immigrant population by providing books and periodicals of particular interest and by taking special pains to increase the use and appreciation of the Library by these people.

THE HOMES

The homes of a community are and should be its greatest social and recreation resource. No recreation program is worthy of the name unless it enriches the home life, and develops within the individual capacity for creating his own amusement. Home-life in Ipswich still retains many of the features which a generation or two ago made the home the real center of family life. Most of the homes are one-family houses. According to the last U. S. Census, 1,222 families occupied 1,057 dwellings, a remarkably good showing in this day of flats and apartments. Seldom have we seen a community where such generous yards surround the homes as in Ipswich. Yet in few of the yards did we observe any special provision made for play activities of the children: in one yard a sand-box, in another a tennis court, in a third some small boys were industriously building a hut. Attention might well be given by fathers and mothers to making the home grounds attractive play places for the children.

Only in the tenements, largely occupied by mill employees, do we find any home conditions that render a normal life impossible. In a study made by the local Board of Health during the recent strike into the health conditions of the tenements, records were obtained from 117 tenements of which 23 were at that time unoccupied. In the remaining 94 were a total of 629 rooms occupied by 728 people. Of the 629 rooms, 462 were bed-rooms, leaving 167 rooms for the cooking, eating, and social purposes of the 728 occupants. At the time, the number of occupants was unusually low owing to the strike. A crowded condition like this does not lead to a normal home-life and social life must be sought outside. As the occupants of these tenements are entirely of foreign birth, it is especially important that opportunities for wholesome recreation be provided and that the ideals of American home life be

taught. There is no better agency to do this work than the Public School through evening activities.

CELEBRATIONS, FESTIVALS, AND PAGEANTS

One of the best means for promoting civic solidarity, overcoming class prejudice, and developing the capacity of a community to work together for the common good is the public celebration or festival which brings the entire community together in some common cause. The safe and sane celebration of the Fourth of July was started to do away with the awful death and accident lists which always follow the commemoration of Independence Day with gun-powder and dynamite. We now realize that our public holiday presents an excellent opportunity for uniting the whole community. When a community plays together for a day it has advanced in the art of living together during the rest of the year. Mutual respect, co-operation, good feeling, and a spirit of real democracy are developed. The community picnic, the play festival, the pageant, all stimulate and enrich the social and moral life. The public holiday should be both a real holiday and in its best sense public. A community should devote the necessary thought and energy to making the Fourth of July, Labor Day, and Memorial Day, days full of significance and constructive value. Many towns now have a permanent celebration committee of public-spirited citizens whose duty it is to make adequate provision for right celebration of holidays.

The pageant is peculiarly adapted to accomplish these ideals. Unless a pageant does quicken the civic pulse, does result in a better spirit of co-operation, unless some real social and industrial advance is made, it has failed in its chief function.

Ipswich has in its celebrations a recreational and social resource that needs developing. Rich in history and tradition and full of promise for the future, there is no reason why in Ipswich with proper organization, adequate provision should not be made for the wholesome and profitable use of these means to a better civic life.

COMMERCIAL AMUSEMENTS.—MOVING PICTURES

The chief commercial amusement of Ipswich is the Moving Picture Show. Two performances are held daily and a matinee

PLAY AND RECREATION IN A TOWN OF 6000

especially for children on Saturday afternoon. Seldom have we seen a moving picture theatre where the physical conditions were so well cared for. The auditorium is clean and neat besides being tastefully decorated and having sufficient fire exits to make it safe. The manager has succeeded in making it a family theatre. It is quite the usual thing for parents and children to attend together and the first performance is so timed that this happy custom does not mean late hours for the children. Three changes of program are made each week. The attendance according to a fair but conservative estimate averages about 2000 a week. The "movies" is the one universal recreation of the community.

The most important fact brought out by this survey is that Ipswich needs to give serious attention to the development of a well rounded play life for its childhood and youth. While the movies inevitably have a strong attraction, they are at best passive recreation and have few of the educational qualities of active play. In any community where the movies have come to be so large a part of its play life as in Ipswich, there must be developed at the same time active recreations which are a valuable and vital part of the training for citizenship.

DANCES

There are two halls in Ipswich which are frequently used for dancing, the Red Men's and Knights of Columbus. Hardly a week passes but that one or both of these halls are used at least once for a dance. The dances of a public nature may be divided into two classes, those given by some well-known local organization and those given by a small group of individuals who give themselves a club name, hire the hall and announce a public dance. Their object is almost purely financial. To these groups should be added several of the dancing classes which are more or less select in their nature but to which almost any respectable person with the necessary fee may obtain admission. The dances as a rule present none of the problems so prevalent in the public dance halls of a large city. The dances which we were privileged to attend during the field work of this survey were delightful affairs. The lack of the most objectionable forms of

PRESENT OPPORTUNITIES FOR RECREATION

modern dances was especially noticeable. It is evident that some wise and thorough instruction was given. We were informed that these were typical of most of the dances given in town during the winter.

Two features of public dancing, however, must be carefully guarded in any community. The standards, the custom, must be kept high. This can be accomplished through rigid enforcement of floor rules. Second, the control of the dancing must be kept in safe hands. The owners of every hall used for dancing should be held responsible for the character of the dances held in their halls. The desire to dance is natural and normal in practically every young person. Such a delightful and healthy form of recreation should not be allowed to degenerate into a menace to health and morals.

The great dangers in dancing come from late hours, poorly ventilated halls, and unwholesome companionship. There are within riding distance of Ipswich several resorts where dancing is conducted and liquor sold. Disastrous results almost always follow the combination. The long hours of dancing, like any other form of physical exercise, bring on fatigue, a condition which destroys judgment and weakens the will. The evil effects of intoxicating liquors need no elaboration here. Ipswich must make sure that the gratification of this normal desire is not prostituted to commercial greed.

POOL AND BOWLING

Ipswich has eight pool-rooms and one bowling alley. These are no better and no worse than those found in any community. In several of the pool-rooms, "Kelly pool," a form of petty gambling, was being played. The pool-rooms as a rule are in connection with a barber-shop or tobacco store. None offers the kind of environment under which a thinking father would like to have his son learn and play the game. Pool and billiards are both fine games which train the eye and develop the finest kind of co-ordination of nerve and muscle. It is too bad that nowhere in Ipswich is there a public place where these games can be played under wholesome environment. The bowling alley is widely used by both men and women. It offers one of the best

PLAY AND RECREATION IN A TOWN OF 6000

forms of interesting exercise for the busy man. If some way could be found to ventilate it properly, the conditions would on the whole be good.

SALOONS

It is not our purpose to discuss the merits or demerits of the liquor question. The saloon has a place in this report only as a source of recreation. Ipswich is a license town. There are four bar-rooms and one wholesale liquor house. Two of the bar-rooms are run in connection with hotels. During the course of this survey the saloons were all visited at least once and in some cases twice. All the visits were made on a Saturday evening when the bar-rooms were crowded. From all outward appearances the liquor traffic is fairly well regulated. Comparatively little drunkenness was observed. Few of the artificial stimulations of trade were seen, a free lunch counter being the only feature of this kind found in the saloons. The business is carried on without music, cabaret, or any other form of amusement.

The people of Ipswich decide each year whether they want the saloons. The saloon is often called the "poor man's club." Is there any reason why with necessary organization and equipment, the public school should not supply to a considerable degree the need of good fellowship and recreation now furnished by the bar-room?

THE GREEK COFFEE HOUSE

One of the most interesting institutions in Ipswich is the Greek Coffee House. Here the Greeks gather for sociability and recreation. The room is equipped with a pool table and small tables and chairs. Groups of men are observed smoking and sipping coffee. On Saturday evening there is music. The songs of Fatherland are sung. The string orchestra begins to play an old folk dance. Several men come out of the crowd and commence to dance. The group at a nearby table stops its game of cards and watches the graceful agility of the dancers. Four men are dancing together with intricate steps which require the ability of a trained gymnast. As soon as they tire a new group of dancers takes their places. The crowd applauds and someone in the

PRESENT OPPORTUNITIES FOR RECREATION

company orders for them a round of a native drink which quenches thirst but does not inebriate. The dancing stops and a modestly dressed girl with the musicians starts to sing a chorus which is repeated many times, the whole crowd joining in. She sings of the brave deeds of the Greek heroes of the last war. At the close of the song she passes among the men and collects the nickels and dimes which compensate the musicians. Not the slightest discourtesy is shown. The orchestra starts off again, the cards are resumed, the click of balls is heard on the pool-table, where several young men are displaying exceptional skill, the deep-throated laughter of full-grown men is heard arising from several groups who are chatting in friendly intercourse. Good fellowship abounds. What about the men across the street in the saloon? Why the difference?

EXPENDITURES FOR COMMERCIAL AMUSEMENTS

An attempt was made on Saturday evening, November 7th, to make an estimate of the amount of money spent in Ipswich on that evening after 6 P. M. for commercial amusements. It is interesting to compare such a figure with the amount spent by the community for public provision for recreation. The estimate will of course be far below the real amount for it is based on an estimated average expenditure of individuals actually counted in the different places. One exception must be made to this statement. The attendance at the Moving Picture Show is estimated at a total of 500 for the two evening performances. It must also be remembered that the crowd in the saloons, bowling alleys, and pool-rooms is not stationary. It comes and goes so that a count at any particular moment will be far less than the total attendance for the evening. We estimated the average expenditure in pool-rooms, bowling alleys, and saloons at 50 cents each, an amount which anyone cognizant of the facts will grant is low.

Multiply this by 52 and we find that at this rate, based on a decidedly conservative estimate, the Saturday evening expenditures alone are over \$10,000 per year.

Assume that the average expenditure for the other week day evenings is one-half of that for Saturday evening and we estimate that the total amount spent for these forms of recreation is

PLAY AND RECREATION IN A TOWN OF 6000

\$35,126.00. With these figures before us, Ipswich can not plead poverty when considering the health, recreation, and education of its childhood and youth.

ESTIMATED EXPENDITURES FOR COMMERCIAL AMUSEMENTS, IPSWICH, MASS., SATURDAY EVENING, NOVEMBER 7, 1914

| Amusement | Atten- dance | Average expen- diture | Total |
|----------------------|-----------------|-----------------------------|----------|
| Moving picture shows | 500 | \$.10 | \$50.00 |
| Saloons (4) | 155 | .50 | 77.50 |
| Pool-rooms (4) | 99 | .50 | 49.50 |
| Bowling-alleys | 32 | .50 | 16.00 |
| Total | 786 | | \$193.00 |

OUT OF TOWN RESOURCES

No discussion of the recreational resources of Ipswich would be complete without considering the opportunities offered and used outside of Ipswich. The town of Ipswich is within easy reach of several cities, Newburyport, Beverly, Salem, Lynn, and Boston. To what extent the moving picture shows, the theatres, etc., of these other cities are attended by Ipswich people it is impossible to state, but there can be no doubt that extensive use is made of them. The beaches, summer resorts and road-houses are widely frequented in the summer time. There was no time during the field work of this survey to make a careful study of the character of these resources.

SUMMARY OF PART III

1. Ipswich has good but undeveloped park and playground spaces. Swimming should be safeguarded.
2. Athletics should be organized and expanded to reach all boys and girls.
3. The churches, Y. M. C. A., Boy Scouts, and other similar organizations attempt to meet the recreational needs of the community but are limited in function, or handicapped by lack of financial support.

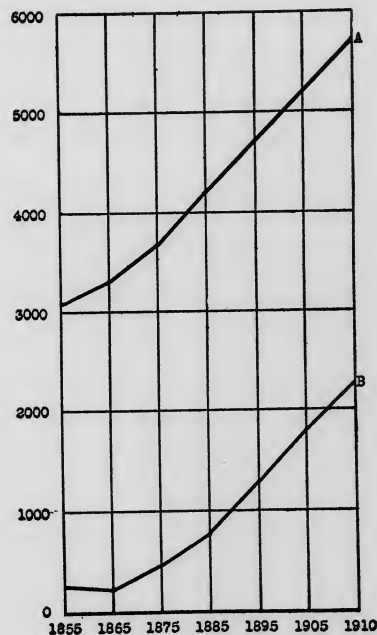
PRESENT OPPORTUNITIES FOR RECREATION

4. The town needs a permanent Celebration Committee to provide for profitable observance of public holidays.
5. Ipswich people spend over \$35,000 (conservative estimate) per year on Moving Pictures, Pool, Bowling, and Intoxicating Liquors.
6. Ipswich finds much of its recreation outside of the town.

PART IV
AMERICANIZATION OF THE IMMIGRANT THROUGH
RECREATION

Ipswich is typical of many industrial towns in New England. The character of its population has undergone a radical change in the last half century. Fifty years ago but 8.68 per cent of the population was of foreign birth. According to the Federal Census of 1910, 39 per cent of the population was of foreign birth; 23 per cent, the native-born children of foreign parentage; and 38 per cent, native-born of native parentage. Some of this last group are also the grandchildren of foreign-born parents. Diagrams 13 and 14 are a study of the population of Ipswich since 1855. The steady increase in the proportion of foreign born is conspicuous. In the earlier years this class came largely from English-speaking countries. They were accustomed to a large degree of self-government, spoke our language and understood our customs. They have been easily assimilated and are now some of our best and sturdiest citizens. During the past decade the character of the immigration itself has changed. The new influx has been of people from Southeastern Europe. Fully a third of the population of Ipswich is now composed of Greeks and Poles. These people do not speak our language, do not understand our customs and institutions, have not been trained for generations in the art of self-government. They form a definite proportion of the community, a proportion that is constantly increasing. They have come seeking industrial betterment or freedom from political tyranny. They have the inherent capacity for American citizenship, and the men, as fast as they qualify, are becoming naturalized citizens and are voting at every election. It will not be many years before the balance of voting power will be in the hands of these people and their children.

AMERICANIZATION OF IMMIGRANT THROUGH RECREATION



CURVE A: THE INCREASE OF TOTAL POPULATION

CURVE B: THE INCREASE OF FOREIGN BORN POPULATION

DIAGRAM 13.—INCREASE IN POPULATION, 1855-1910, IPSWICH, MASS., 1914.

PLAY AND RECREATION IN A TOWN OF 6000

These people form the largest part of the wealth-producing forces of Ipswich. They furnish most of the labor in the mills. They have entered into the business life of the community. Of 139 business places counted in Ipswich 61, or 44 per cent, are owned by aliens. Twenty-six of these 61 are owned by Greeks. To be sure, every shoe-shine parlor and barber shop was counted. But no matter how small the business or where located these figures indicate the permanency of these people as an increasing factor in the life of Ipswich.

The process of assimilation is an educational one. The best results are obtained only through conscious effort on the part of the older citizens. The early immigrants were able to take their place in society almost immediately. Able to speak the language and accustomed to practically the same standard of living, they were soon welded into the body politic. The new immigrants tend to live apart where they can continue the customs of the old country. The points of contact between the old life and the new, which surrounds but hardly touches them, are few. Only in their daily labor and in the stores do they learn American ways and acquire American ideals. This is a slow and unsatisfactory way. The children go to the public schools and here the process of Americanization is really begun. But the school has influence over the children only five hours a day for a part of the year. The major portion of their lives is spent under the influence of old-country customs and ideals.

The proportion of new people is constantly increasing. In a few more generations the proportion of 1855 may again be the fact, but the proportion will be reversed. This changing process, this flowing of the tides of people is represented in Diagram 15. The stock which gave Ipswich its early history and traditions is fast dying out. Sons and daughters find their homes elsewhere and their places are being taken by these new people. How can these people from foreign lands best be welded into the citizenship of America, receiving its opportunities and privileges and giving in turn the contribution that it is theirs to make? This is Ipswich's problem and America's problem. The spirit which prompted Rev. John Wise to protest against British tyranny in 1687, the rugged patriotism which has given Ipswich its roll

AMERICANIZATION OF IMMIGRANT THROUGH RECREATION

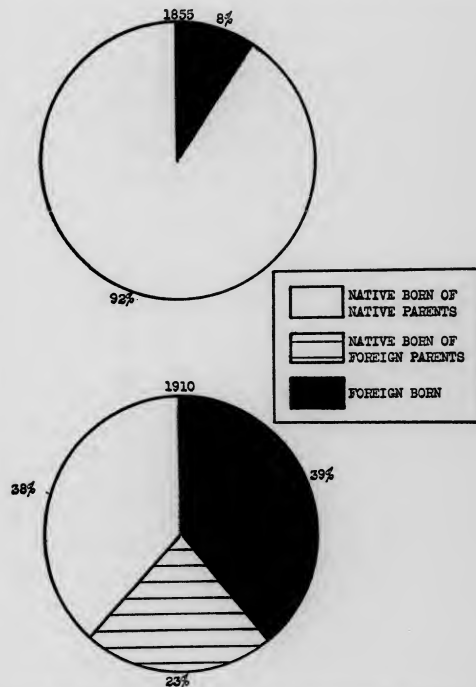
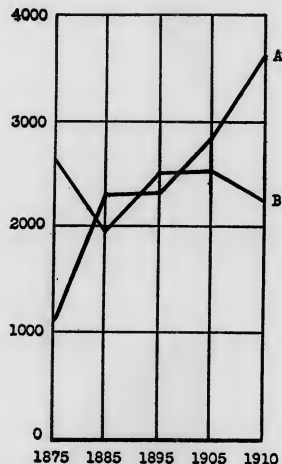


DIAGRAM 14.—PROPORTION OF FOREIGN-BORN POPULATION, 1855 AND 1910, IPSWICH, MASS., 1914.

(The number of native-born of foreign parents in 1855 was not obtainable. Without doubt it was small.)

PLAY AND RECREATION IN A TOWN OF 6000

of war heroes, the idealism which crowned the hill in the center of the town with the First Church and has kept it there for two



CURVE A: TOTAL NUMBER OF FOREIGN BORN AND NATIVE BORN OF FOREIGN PARENTS

CURVE B: TOTAL NUMBER OF NATIVE BORN OF NATIVE PARENTS

DIAGRAM 15.—INCREASE OF FOREIGN-BORN AND NATIVE-BORN OF FOREIGN PARENTS, AND DECREASE OF NATIVE-BORN OF NATIVE PARENTS, 1875-1910, IPSWICH, MASS., 1914.

hundred years, should not be sacrificed in the process. The town can not afford to neglect any opportunity for stimulating the process of assimilation among the boys and girls and the

AMERICANIZATION OF IMMIGRANT THROUGH RECREATION

young men and women who are under old-world influence. The customs and habits of life of the older people are deep rooted and are not easily changed.

The public school is meeting this situation as best it can, but many of the children who most need the Americanizing influence of the public schools drop out as soon as the law permits. The evening school recently started is an indication that Ipswich is beginning to realize its responsibility. One of the best ways of meeting these new people on a common footing and under conditions where the process of Americanization goes on unwittingly yet most effectively has not been considered constructively: that is the use of leisure time.

An open, well-lighted school house where good times abound and where the best ideals of good sport and fairness are upheld produces better citizens than a commercially conducted pool-room or a saloon. Friendly competition on the athletic field destroys prejudices and develops mutual understanding. The giving to every race and class a definite part and responsibility in the celebration of American holidays creates civic solidarity and patriotism. These old-world people have much to contribute that will enrich the program of these festival occasions. No house divided against itself can stand. No community where two large portions of the people nourish mutual prejudices can long exist as a progressive social body. For Ipswich to ignore this fact and neglect opportunities to instill in the minds and hearts of all its youth the spirit of real Americanism means inevitably social suicide. Ipswich must not become so lost in the pride of her honored past that she forgets to prepare for a more glorious future.

PART V

A RECREATION PROGRAM FOR THE FUTURE

We have discussed the recreational assets and liabilities of Ipswich in the preceding sections of this report. In this section, we outline a plan of procedure which we believe will, if its spirit rather than letter is carried out, meet the recreational needs of Ipswich.

EXTENSION OF PHYSICAL TRAINING IN THE PUBLIC SCHOOLS

Of prime importance is the installation of a thorough course of Physical Training in the Elementary and High Schools. Such a course should be as much a part of the school work as reading, writing and arithmetic. It should be a required subject. While formal gymnastics and calisthenics have a real place in such a course, the emphasis should be placed on group games and such forms of athletics as will engage the interest and heartiest participation of all boys and girls. For this purpose we especially recommend the extensive use of the Athletic Badge Test and that form of school athletics known as Group Athletics. A list of games adapted for this purpose and arranged by grades will be found in the appendix. This work can not be done with any satisfactory results unless at least two periods per week are regularly devoted to it. In many places physical training has a period in the schedule for each school day.

PHYSICAL DIRECTOR AND PLAY SUPERVISOR

There should be added to the teaching force a Physical Director and Play Supervisor, engaged for the entire year. His duties would include the supervision of the Physical Training and Athletics throughout the schools, coaching the High School athletic teams, arranging for athletic meets and play festivals, and developing the recreational and civic uses of school property.

A RECREATION PROGRAM FOR THE FUTURE

It would probably be necessary at first to have him devote part of his time to teaching in the High School but his work as Physical Director would in a few years require his entire time and energy.

He must be a man of good general education, with expert training and experience for his special work and with a social viewpoint. It is possible that such a man could be obtained for \$1200-\$1500 per year.

There should be on the faculty of the High School a woman teacher, who has had some expert training, to develop and conduct the physical training and athletics of the girls.

There should be sufficient equipment provided at each school to render the physical training work efficient.

INCREASED USE OF SCHOOL PROPERTY

The school yards should receive first attention. A few pieces of simple apparatus, which could be almost entirely built by the Manual Training Department, should be installed on the Manning, Winthrop, Burley, Payne and Cogswell school grounds. The grounds at the Warren Street and Wainwright schools need to be extended to provide play space. Arrangements should be made to have some equipment placed on the park space back of the First Church for the use of the Dennison school. Provision should be made for a thoroughly equipped and supervised playground on the Burley school property. The grounds at the Manning school should be graded. A great improvement could be made by removing the ash heaps and other debris. Some land on the Manning and Burley school grounds might well be set aside for school gardens, and definite efforts made to beautify all school property.

Plans should be made for using the Manning High School as a Social Center. It is nearest the center of the town and is at present the building best adapted for such use. As the social center activities increase it will probably be necessary to use the Burley school also. This will entail the installation of lights. Community use of several of the other buildings would be greatly increased by the substitution of movable furniture for the present equipment as opportunities are presented. In the meantime

PLAY AND RECREATION IN A TOWN OF 6000

the desks and chairs can be fastened in sections to narrow strips of wood and not to the floor, so as to be easily removable.

The next school building erected should include an auditorium with stage, curtain and other similar equipment, and a gymnasium with lockers and shower baths. With careful planning a single large room can be adapted for both uses.

INCREASED USE OF OTHER RECREATIONAL RESOURCES

In the Athletic Field, Ipswich has an unusually good recreational resource which is availed of far less than it should be. A running track and tennis courts should be built. This will necessitate the rearrangement of the present baseball diamond. A small field house containing lockers and a store-room for supplies might well be erected. Provision should be made for the children to skate in the winter time, and is recommended.

Play leadership should be provided on the playground at Steep Bank.

The bath houses should be reconstructed and placed under supervision.

PUBLIC ATHLETIC LEAGUE

A Public Athletic League might well be organized to stimulate and encourage right forms of athletics in the community. It should have Boys' and Girls' Branches so that all will receive sufficient attention. Its object should be the extension of athletic activity and promotion of physical vigor in the community. The Physical Director of the Public Schools might well serve as its Executive Secretary.

CELEBRATION OF PUBLIC HOLIDAYS

A permanent citizens' committee representing all the interests of Ipswich should be appointed by the selectmen to have charge of the celebration of Public Holidays. Sufficient funds should be supplied from the town treasury or by voluntary subscriptions or both, to enable this committee to do the best work. It should plan celebrations that would develop civic solidarity and pride, and the spirit of real democracy. The athletic meet, play festival,

A RECREATION PROGRAM FOR THE FUTURE

community picnic and pageant are especially adapted for this purpose.

BOY SCOUTS AND CAMP FIRE GIRLS

The work of the Boy Scouts, Camp Fire Girls and similar organizations should be developed. The national headquarters of both these organizations will gladly furnish, on request, the necessary information on organization and administration. Address: Boy Scouts of America, 200 Fifth Avenue, New York City; Camp Fire Girls of America, 461 Fourth Avenue, New York City.

SAFEGUARD THE COMMERCIAL AMUSEMENTS

The community should be alert at all times to the need of supervision and control of all commercial amusements. Many people find a large part of their recreation in the moving pictures, pool-rooms and dance halls. Every effort should be made to keep these amusements as clean and wholesome as possible.

ADMINISTRATION

We believe that the School Department is the best agency in Ipswich for the administration of the public recreation facilities. It already controls many of the required facilities, school buildings, yards, etc. It is now so organized that with the addition of a physical director it can administer these facilities without undue increase in overhead cost. It is unnecessary and undesirable at the present time to organize another administrative body in the town government. With the co-operation of the Park Committee and the Playground Committee it could well administer the use of the Athletic Field* and South Common without serious conflict with the present functions of these committees. It would centralize the control and responsibility of the recreation facilities in the hands of a permanent committee which is directly responsible to the people.

Such an administrative system demands that the Physical

* At a town meeting held since this report was written the Athletic Field has been placed under the administration of the School Department. Plans are under way for its more extensive use by the schools, and school gardens have already been started with a trained instructor.

PLAY AND RECREATION IN A TOWN OF 6000

Director be directly responsible to the executive agent of the School Committee for the efficient use of these facilities. The budget for maintenance and administration under this plan would probably not need to exceed \$2000 the first year. This estimate is based on the assumption that the Physical Director devote part of his time for the present to teaching.

| | |
|---|-----------|
| Physical Director salary 10 mos. at $\frac{1}{2}$ time* | \$625.00 |
| Physical Director salary 2 mos. full time | 250.00 |
| Woman Director for Girls 10 mos. $\frac{1}{4}$ time | 250.00 |
| Play Leaders for playground in summer | 250.00 |
| Supplies and Equipment | 500.00 |
| | <hr/> |
| | \$1875.00 |
| Margin | 125.00 |
| | <hr/> |
| | \$2000.00 |

SUMMARY OF RECOMMENDATIONS

1. Physical Training for all boys and girls as a regular part of the school curriculum.
2. Teaching of games for home and playground use. The extensive use of group games in physical training and the use of the Athletic Badge Test and Group Athletics.
3. The employment of a Physical Director and Play Supervisor and a woman member of the faculty with special training to care for the physical work of the girls.
4. Equipment of each school and schoolyard with sufficient apparatus to enable teachers to make the best possible use of recess time. Grading of school property wherever necessary to render it most useful.
5. The use of the Manning High School as a Social Center and that such use be definitely encouraged and stimulated.
6. That in the next school building erected, a gymnasium with lockers and shower baths be provided. That it be equipped with movable furniture so that it may be efficiently used.
7. That the Athletic Field be equipped with a running track, tennis courts, and the like, and that a small field house be erected.
8. That the ground in the rear of the Burley School be adequately developed as a children's playground.

* This is based on a total yearly salary of \$1500.00.

A RECREATION PROGRAM FOR THE FUTURE

9. The organization of a Public Athletic League.
10. A permanent Celebration Committee.
11. The extension of Boy Scouts, Camp Fire Girls and other similar organizations.
12. That the Commercial Amusements should at all times be safeguarded.
13. That the administration of the use of the Athletic Field, and Steep-Bank Playground be placed in the hands of the School Department.
14. Do not attempt to do all this the first year. Make a definite beginning and then work steadily toward the ultimate plan.

CONCLUSION

We realize that it takes time, thought and continued effort to develop a system of Public Recreation in any community. The first thing to be done in Ipswich is to engage a Physical Director who as he studies the needs can best advise as to further steps. The program as outlined above will no doubt be modified as the work progresses. It represents an ideal to work toward rather than a hard and fast line of procedure. No work of this kind can succeed without the co-operation of the community at large. Ipswich will never have adequate provision for public recreation until Ipswich really wants it.

APPENDIX

ATHLETICS FOR BOYS

THE ATHLETIC BADGE TEST

The Playground and Recreation Association of America has adopted the following as standards which every boy ought to be able to attain:

First Test

| | |
|--------------------------|-------------|
| Pull Up (Chinning)..... | 4 times |
| Standing Broad Jump..... | 5 ft. 9 in. |
| 60 Yards Dash..... | 8½ seconds |

Second Test

| | |
|--------------------------|-------------|
| Pull Up (Chinning)..... | 6 times |
| Standing Broad Jump..... | 6 ft. 6 in. |
| 60 Yards Dash..... | 8 seconds |
| or 100 Yards Dash..... | 14 seconds |

Third Test

| | |
|-------------------------|-------------|
| Pull Up (Chinning)..... | 9 times |
| Running High Jump..... | 4 ft. 4 in. |
| 220 Yards Run..... | 28 seconds |

As these standards have been tested in the public schools of several cities it has been found that boys of 12 years of age should be able to qualify for the badge under the first test, elementary school boys of 13 years and over for the second test, and high school boys for the third test. It does not seem, however, to those who have had experience with this form of athletics that the different standards should be limited to these age groups. Accordingly no age or even weight limit is fixed. Any boy may enter any test at any time.

Similar tests are now in use in many cities and in some country districts. The Association has attempted through a committee of experts from different parts of the country to establish standards which would be simple, consist of events which are interesting, and be generally acceptable. The tests require only simple

apparatus, a comparatively small space. They can be conducted in a short period of time even with a considerable number of boys, and the measure of each boy's performance can be accurately determined.

Rules

The following general rules shall govern the final competition: No boy is permitted to receive more than one badge in any one year.

It is necessary to qualify in all three events in any one class in order to win a badge.

There shall be but one trial in chinning, one in the dashes, and three in the jumps.

1. PULL UP (CHINNING)

A portable chinning bar in a doorway, a horizontal bar in the gymnasium or the rungs of a ladder set at an angle against a building may serve the purpose.

Each contestant begins with his hands on the bar. Then with his arms straightened at full length he pulls himself up without a kick, snap, jerk, or swing, until his chin is above the bar. Lowering himself again until his arms are straight, he repeats the "Pull Up."

2. STANDING BROAD JUMP

Whenever possible it is best to prepare a jumping pit by digging up a piece of ground about 4 feet by 25 feet and have a wooden or metal strip 2 inches by 4 inches imbedded in the ground at one end of the pit flush with the surface, to serve as a "take off." It is also well to mark off 5 feet 9 inches and 6 feet 6 inches from the "take off." Each competitor is allowed three jumps, his best jump being taken as his record.

"The feet of the competitor may be placed in any position, but shall leave the ground once only in making an attempt to jump. When the feet are lifted from the ground twice, or two springs are made in making the attempt, it shall count as a trial jump without result. A competitor may rock back and forward, lifting heels and toes alternately from the ground, but may not lift either foot clear of the ground, nor slide either foot along the ground in any direction."*

* The rules quoted in this fine type are with slight adaptation the rules laid down in the Official Handbook of the Public Schools Athletic League of New York City.



PULL UP (CHINNING)



STANDING BROAD JUMP

INTENTIONAL SECOND EXPOSURE

PLAY AND RECREATION IN A TOWN OF 6000

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ATHLETICS FOR BOYS



PULL UP (CHINNING)



STANDING BROAD JUMP

PLAY AND RECREATION IN A TOWN OF 6000

3. 60 YARDS DASH, 100 YARDS DASH AND 220 YARDS RUN

A stop watch is necessary for timing the boys in this event. Under the direction of a starter each individual competitor takes his position on the starting mark. The starter gives the signal by saying: "On the mark," "Get set," "Go." At the word "Go" the time keeper starts his watch. As the runner crosses the finish line (60 yards, 100 yards or 220 yards from the starting line), the time keeper stops his watch. The time indicated on the stop watch is the runner's time.

"A false start is one where any part of the person of a competitor touches the ground in front of his mark before the starter purposely gives his signal. The third false start shall disqualify the offender. The competitor shall keep his hands behind the mark assigned to him."*

4. RUNNING HIGH JUMP

"The bar shall be a thin stick and shall rest on pins which shall project not more than three inches from the uprights. When this bar is removed, it shall constitute a trial jump without result."

"The height shall be measured from the middle of the bar to the ground on a direct line."

"Each boy shall be allowed three trial jumps at each height."

"Running under the bar in making an attempt to jump shall be counted as a balk and three successive balks shall constitute a trial jump."*

The following order of events is suggested: Pull up (chin-ning), jumping, running.

Badges

THE HURDLER

Designed by R. Tait McKenzie, M.D., University of Pennsylvania,
for the Playground and Recreation Association of America, 1912
Copyright 1912

The following badges have been adopted for the three different classes:



Copyright 1912
First Test



Copyright 1912
Second Test



Copyright 1912
Third Test

* The rules quoted in this fine type are with slight adaptation the rules laid down in the Official Handbook of the Public Schools Athletic League of New York City.

ATHLETICS FOR BOYS



A CROUCHING START



A STANDING START

INTENTIONAL SECOND EXPOSURE

PLAY AND RECREATION IN A TOWN OF 6000

3. 60 YARDS DASH, 100 YARDS DASH AND 220 YARDS RUN

A stop watch is necessary for timing the boys in this event. Under the direction of a starter each individual competitor takes his position on the starting mark. The starter gives the signal by saying: "On the mark," "Get set," "Go." At the word "Go" the time keeper starts his watch. As the runner crosses the finish line (60 yards, 100 yards or 220 yards from the starting line), the time keeper stops his watch. The time indicated on the stop watch is the runner's time.

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ATHLETICS FOR BOYS



A CROUCHING START



A STANDING START

The badge for the first test is distinguished by one star in the space below the hurdler, the badge for the second test by two stars below the hurdler, the badge for the third test by the Greek word ΑΡΙΣΤΟΝ below the hurdler. All the badges are in bronze. The feeling has been strong that the badges should be simple and beautiful but should not in themselves have intrinsic value, that the value should be in what the badge stands for. In designing this badge for the boys of America Dr. R. Tait McKenzie has rendered a large service.

The Association recommends that each boy passing the tests be allowed to pay for his own badge just as a young man or woman at college elected to Phi Beta Kappa pays for the key awarded.

Price

The price, postpaid, either singly or in quantity, is fifteen cents each.

Ordering Badges

Public schools, private schools, playgrounds, evening recreation centers, settlements, church organizations, and other organizations of good standing in any city, town, village or rural community may use the tests adopted by the Association and *certify* on blanks furnished by the Association, the names and addresses of boys passing the tests, ordering the number of badges of each kind required.

The American Committee on Athletic Standards for Boys will pass on each list certified. If such list is accepted by the committee, the badges ordered will be forwarded on receipt of the money for such badges. The Association will reserve the right to test boys whose names have been sent in if in the judgment of the Committee it seems desirable to do so. The Association will expect those certifying these lists to exercise the greatest possible care. The object in passing on each list is so far as possible to make sure that badges shall go only to such boys as have passed the tests required.

What the Test Does

¶ Every boy ought to be physically efficient.

¶ Specialized athletics have developed remarkable American athletes but they have done most for those who needed athletic training least.

¶ Every boy ought to try to reach a certain minimum physical standard. Such standards have been formulated by a committee of experts and are here presented.

¶ Every boy passing the tests is authorized to wear this badge which stands for physical efficiency.

¶ Every boy wearing this badge as he meets another boy—even though their homes be on opposite sides of the continent—when he sees the badge upon the other boy knows that they have had the same tests, and feels a certain comradeship.

¶ In these days the boy who makes himself physically efficient is preparing himself for efficient citizenship later.

¶ It is hoped that once each year in each city there can be a meeting of the boys who have qualified in previous years to welcome those who have just qualified. It would not be unfitting in our American cities as in the cities of ancient Greece for the leaders in the city's life to make such a time a notable annual event.

¶ In some cities the physical standard of the boys has been made much higher because of these tests—sometimes thirty per cent higher. To achieve the same result nationally would enable America to continue to have in these days of city life the pride in the physical fitness of her boys which she formerly had in the pioneer days.

GROUP ATHLETICS

In group athletics the record is made by a class, club, or any convenient group of boys. The object is not the competition of selected representatives but the participation of all the boys in athletic activity. The entire membership of the group should be required to take part, physical incapacitation being the only valid excuse for non-participation. No record should be allowed for less than 80% of the group membership. The full benefits of group athletics come, not alone from the final competition, but also from the great amount of preliminary practice within the group. In this way the physical fitness of the individual is developed and the spirit of team work and social responsibility is fostered. It should be arranged that the competition be between groups of about the same physical ability. It should also be remembered that the number of boys in the group makes no difference as

$$\frac{\text{The sum of individual records}}{\text{The number of competitors}} = \text{The group record}$$

A trophy in the form of a pennant, plaque or cup awarded to the winning group adds interest to this form of athletics and stimulates group spirit. This trophy should be held only until the next competition.

The competition may be in one or more events. An all-around test should be the aim. Almost all forms of track and field athletics lend themselves easily to this plan. The following events have been quite generally used.

- I. Jumping (Standing or running, broad or high)
- II. Chinning (Pull up on horizontal bar)
- III. Running (Short dashes, 40 to 100 yards)



Group Jumping

Each boy has three jumps, his best jump being taken as his record. After

I. Jumping. It is best to prepare a jumping pit by digging up a piece of ground about 4'x25' having a wooden strip about 2'x4"x3' embedded in the ground at one end of the pit flush with the surface to serve as a take-off. Where this is impossible use a mat and jump from a line.

The group is lined up behind the take-off and each boy in turn takes his jump. The distance from the edge of the take-off to the first mark made in the dirt by any part of the body is measured as the boy's jump.

each boy has had three jumps, the sum of all the records is divided by the number of competitors. The quotient obtained is the group record.

II. Chinning. A portable chinning bar may be placed in the doorway, as shown in the picture, a horizontal bar in the gymnasium, or the rungs of a ladder set at an angle against a wall may be used for this purpose. The inclined ladder is advantageous in accommodating boys of different heights.

The boys are lined up and take their turn at chinning the same as in jumping except that only one trial is given each boy. Beginning with the arms straightened at full length the boy pulls himself up until his chin is above the level of the bar.

Then lowering himself again until his arms are straight he repeats the pull up. The number of times he is able to bring his chin above the level of the bar is his record. The total of the individual records divided by the number in the group gives the group record.



Group Chinning

III. Running. It is not always possible to have a stop-watch for timing the boys in the group running. A plan has therefore been devised whereby the timing may be done with an ordinary watch. The boys are lined up back of the starting mark and the timer takes his position at the finish line. This finish line should be a mark on the ground. The first boy to run takes his place on the starting mark, the timer waits until the second hand of his watch points



Group Running

to sixty, then instantly by a quick downward motion of the hand, signals the boy to start. As the runner nears the finish line the timer again raises his hand, and at the instant the runner crosses the finish mark he gives the signal for the next boy to start. This is repeated until the whole group has run. The time elapsed during the running of the entire group is divided by the number of boys taking part, thus giving the group record.

Other events that have been used successfully are:

A. The football kick. Either the round soccer or the oval football may be used. Care should be taken, however, to see that all competing groups use the same kind of ball. The ball may be punted or kicked from place. The

INTENTIONAL SECOND EXPOSURE

PLAY AND RECREATION IN A TOWN OF 6000

GROUP ATHLETICS

In group athletics the record is made by a class, club, or any convenient group of boys. The object is not the competition of selected representatives but the participation of all the boys in athletic activity. The entire membership of the group should be required to take part, physical incapacitation being the only valid excuse for non-participation. No record should be allowed for less than 80% of the group membership. The full benefits of group athletics come, not alone from the final competition, but also from the great amount of preliminary practice within the group. In this way the physical fitness of the individual is developed and the spirit of team work and social responsibility is fostered. It should be arranged that the competition be between groups of about the same physical ability. It should also be remembered that the number of boys in the group makes no difference as

$$\frac{\text{The sum of individual records}}{\text{The number of competitors}} = \text{The group record}$$

A trophy in the form of a pennant, plaque or cup awarded to the winning group adds interest to this form of athletics and stimulates group spirit. This trophy should be held only until the next competition.

The competition may be in one or more events. An all-around test should be the aim. Almost all forms of track and field athletics lend themselves easily to this plan. The following events have been quite generally used.

- I. Jumping (Standing or running, broad or high)
- II. Chinning (Pull up on horizontal bar)
- III. Running (Short dashes, 40 to 100 yards)



Group Jumping

Each boy has three jumps, his best jump being taken as his record. After

I. Jumping. It is best to prepare a jumping pit by digging up a piece of ground about 4'x25' having a wooden strip about 2'x4'x3' embedded in the ground at one end of the pit flush with the surface to serve as a take-off. Where this is impossible use a mat and jump from a line.

The group is lined up behind the take-off and each boy in turn takes his jump. The distance from the edge of the take-off to the first mark made in the dirt by any part of the body is measured as the boy's jump.

ATHLETICS FOR BOYS

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Group Chinning



Group Running

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PLAY AND RECREATION IN A TOWN OF 6000

distance from where the ball was kicked to the point where it first touched the ground is the boy's record. The group record is determined as indicated in the events described above.

B. The baseball throw. This event is similar to the above except that a baseball is thrown.

C. The shot-put. The same rules govern this event as in the ordinary field event. Too heavy shots should be avoided. The 8-lb. shot for grammar school boys and the 12-lb. shot for high school boys is recommended.

D. The relay potato race. On a line at right angles to the starting line draw four circles each 12" in diameter, the first with its center 3 yards from the start and the others at 5-yard intervals beyond, the fourth being at 20 yards.

A box, can or basket with not over 144 sq. in. bottom area is set on the five-yard circle. Three potatoes, blocks, or erasers are placed in this receptacle.

The first runner, starting from the line, takes a potato from the box and places it in the nearest, or 10-yard circle, returns to the box, passing between it and the starting line, places a second potato on the 15-yard circle and in the same manner places the third on the 20-yard circle. He then runs back to the starting line, so that one foot passes or touches the line, runs to the nearest potato and replaces it in the box, and so for the second and third potatoes, each time passing between the basket and starting line after replacing a potato except that after the third he runs back to the start and touches off the next member of the group, who must stand with both feet back of the line until touched.

Each successive runner places and replaces the potatoes and touches off his successor as indicated. The total time elapsing from the "Go" until the last runner finishes, divided by the number of runners, gives the group record. If a potato is dropped anywhere but in the basket or circles where it is due, it must be picked up and properly placed before another potato is touched. Leaders should use a whistle to call the attention of a runner to any such error made. If a runner starts before the "Go," or before he is properly touched off by his predecessor, the timer will add one second or more, at his discretion, to the total group time for every such false start.

If for any reason it is found that 140 yards is too great a distance to be run at one time, the first boy, after placing out the potatoes as provided above, shall run back to the starting line and touch off the second runner who shall collect the potatoes as previously described and touch off the third runner who repeats the part of the first runner. In the meantime the first runner takes his place at the end of the line of boys and when his turn comes again, runs the second time. In this way each boy runs two laps of 70 yards each with a short rest between.

Any other athletic activity that is adaptable to the plan outlined above may be used.

EVENTS SUITABLE FOR ELEMENTARY SCHOOL ATHLETIC MEET

The events that have been demonstrated to be most suitable for grammar school boys are:

| 85-pound Class | 115-pound Class |
|----------------------|----------------------|
| 50 Yards Dash | 70 Yards Dash |
| Running High Jump | 8-pound Shot Put |
| Running Broad Jump | Running Broad Jump |
| 360 Yards Relay Race | 440 Yards Relay Race |
| | 84 |

ATHLETICS FOR GIRLS

| 100-pound Class | Unlimited Weight Class |
|----------------------|------------------------|
| 60 Yards Dash | 100 Yards Dash |
| Running High Jump | 12-pound Shot Put |
| Running Broad Jump | Running High Jump |
| 440 Yards Relay Race | 880 Yards Relay Race |

(To guard against overstrain and to make it possible for a greater number of boys to participate boys may enter one event only.)

To aid in fostering clean sport the following rules of conduct have been quite generally adopted under the name of "athletic courtesy."

1. The rules of games are to be regarded as mutual agreements, the spirit or letter of which no gentleman would break. The stealing of advantage in sport is theft.

2. Visiting teams are to be honored guests of the home team, and should be treated as such.

3. No action is to be taken nor course of conduct pursued which would seem ungentlemanly or dishonorable if known to one's opponent or the public.

4. No advantages are to be sought over others except those in which the game is understood to show superiority.

5. Officers and opponents are to be regarded and treated as honest in intention. When opponents are evidently not gentlemen, and officers manifestly dishonest or incompetent, future relationship with them may be avoided.

6. Decisions of officials are to be abided by, even when they seem unfair.

7. Ungentlemanly or unfair means are not to be used even when they are used by opponents.

8. Good points in others should be appreciated and suitable recognition given.

ATHLETICS FOR GIRLS

THE ATHLETIC BADGE TEST

The Playground and Recreation Association of America has adopted provisionally the following as standards which every girl ought to be able to attain.

First Test

| | |
|-------------------------|-------------------|
| All-up Indian Club Race | 30 seconds |
| Basket-ball Throwing | 2 goals, 6 trials |
| Balancing | 24 ft., 2 trials |

PLAY AND RECREATION IN A TOWN OF 6000

Second Test

| | |
|------------------------------|-------------------|
| All-up Indian Club Race | 28 seconds |
| Basket-ball Throwing | 3 goals, 6 trials |
| Balancing (bean-bag on head) | 24 ft., 2 trials |

When Indian Clubs are not available, the Potato Race may be substituted:

| | |
|----------------------------|------------|
| For First Test, 140 yards | 42 seconds |
| For Second Test, 140 yards | 39 seconds |

The events used in Philadelphia, New Orleans, Tacoma, Chicago, Cincinnati, Newark, and New York City, as representative of the tests used in city schools; those prepared by Miss Anne M. Morgan for Ulster County, New York, as representative of rural communities, both supplemented by the report of the investigation of athletics for girls made by Mrs. Frank M. Roessing and Miss Elizabeth Burchenal, were used as a basis in preparing these tests for girls.

The athletic sports of the girls in rural communities begin largely in the schools. There are 226,000 one-room rural schools in the United States and because of lack of gymnasium equipment and dressing-room facilities, events requiring bloomers and bathing suits are not advisable. There are many splendid events which cannot be used nationally. For instance, rowing, swimming, and other water sports are as impossible in many sections of the prairie countries as are skating and skiing in the south. Archery, golf, field hockey, horseback riding, and tennis have been found to be quite beyond the means at the disposal of the majority of school girls in both city and country. There are communities in which any form of dancing does not meet with approval.

In view of the above facts, only two tests have been decided upon. As there are agencies at work to encourage the development of play leaders and the use of various sports in all communities, the third test has been left open for further suggestions.

There are no height, weight, or age limits in the Athletic Badge Test for Girls. The following general rules shall govern the final tests:

There shall be but one trial in each event, except the balancing, in which two trials are allowed.

It is necessary to qualify in all three events in either class in order to win a badge.

No girl is permitted to receive more than one badge in any one year.

ATHLETICS FOR GIRLS

DIRECTIONS FOR EVENTS

All-Up Indian Club Race

Draw two tangent circles, each three feet in diameter. In one of the circles place three one-pound Model BS Indian Clubs. At a point thirty feet distant from a line passed through the center of the circles, and parallel to it, draw a line to be used as a starting line.

On the signal the girl runs from the starting line, transfers the three clubs, one after the other, to the vacant circle, and runs back to the starting line. Three such trips are made finishing at the starting point. The girl is permitted to use but one hand in transferring the clubs.

To win a Class "A" badge a girl must make the three trips to the circles in 30 seconds.

To win a Class "B" badge a girl must make the three trips to the circles in 28 seconds.

BASKET-BALL THROWING

The regular basket-ball goal may be used. It should be placed ten feet above the ground and extend six inches from the surface to which it is attached.

From a point directly under the center of the goal draw a semi-circle with a radius of fifteen feet, for a throwing line.

The girl may stand at any point outside of but touching the throwing line.

To win a Class "A" badge a girl must make two goals in six trials.

To win a Class "B" badge a girl must make three goals in six trials.

BALANCING

Any standard balance beam may be used, or a 2 x 4 inch plank, set on two-inch side, but the length should be twelve feet.

There is no time limit in this event but there should be an endeavor to meet the requirements promptly, without haste, and with perfect poise.

For Class "A": The girl starts from the center of beam, walks forward to the end without turning, walks backward to center; turns and walks forward to other end; turns and walks forward to starting point.

For Class "B": With a bean-bag balanced on her head, the girl starts from center of beam and walks forward to end; turns and walks forward the entire length of the balance beam; without turning, walks backward to starting point.

POTATO RACE

On a direct line draw four circles, each twelve inches in diameter and five yards apart from center to center. Five yards back of the center of the first circle and at right angles to the direct line, draw a line to be used as a starting line. This is also the finish line.

On the first circle place a basket or other receptacle not over two feet in height and with an opening not exceeding three feet in circumference.

On the signal the girl runs from the starting line, takes one potato from the basket and places it in the first vacant circle (the one nearest the basket); runs back to the basket, passes between it and the starting line, takes the second potato from the basket and places it in the second circle, returns to the basket, passes between it and the starting line, takes the third potato from the basket, places it in the third circle and runs back to the starting line. From the starting line she runs to the first circle, picks up the potato and replaces it in the basket, passes between the basket and the starting line, runs to the second circle, picks up the potato, replaces it in the basket, runs to the third circle, picks up the potato, replaces it in the basket, and runs across the finish line.

If a potato is dropped anywhere but in the circle where it should be placed or in the basket it must be picked up and properly placed before another is touched.

To win a Class "A" badge a girl must cross the finish line within 42 seconds from the time the signal to start is given.

To win a Class "B" badge a girl must cross the finish line within 39 seconds from the time the signal to start is given.

BADGES

The badges are being prepared by the Playground and Recreation Association of America, 1 Madison Avenue, New York City, and will soon be ready for distribution.

GROUP ATHLETICS

PURPOSE

A sound physique for all girls and the fostering of group responsibility is the aim of this form of athletics. Playing for the group develops a spirit of team-work and co-operation that is highly desirable. The benefits of group athletics come not alone from the final competition but quite as much from the required preliminary practice.

PLAN

Competition may be between classes, clubs, or any other convenient groups. Care should be taken that the groups are of about the same physical ability. It is important that *all* members of the group actually take part in the games. No record should be allowed for less than 80% of the group membership. Physical disability should be the only valid excuse for non-participation.

The record or score is always a group record, and in competition the winners are determined by comparing the final group records and not the individual performances.

$$\frac{\text{The sum of the individual records}}{\text{The number of competitors}} = \text{The group record.}$$

The size of the group therefore makes no difference because the record is always an average. In events where the individual records are easily determined the group record can readily be found by the above formula. But in running games it is difficult to find the individual records without the use of a stop watch. A plan has therefore been devised whereby the timing may be done with an ordinary watch. The girls are lined up back of the starting line. The timer takes her position near the finish line which should be a mark on the ground. The signal "go" is given by the timer when the second hand of her watch is on sixty. As the runner crosses the finish line the starter, by a quick downward motion of the hand, signals the succeeding runner to start. (In the Shuttle Relay each succeeding member of the group is touched off by the preceding runner.) When the last girl has crossed the finish line the time elapsed is noted. The timer needs to keep only the time required by the entire group to finish the event. This is divided by the number participating to give the group record.

GAMES

Any game or athletic event adaptable to this plan as outlined above may be used. The following are suggested as typical but they in no way limit the possibilities of group athletics.

I. Basket-Ball Throw.
An ordinary basket ball is used in this event. The girls shall throw in rapid succession, each girl having three trials, and her best throw is taken as her record. In case the ball strikes some obstacle before touching the ground, another trial shall be allowed. A six-foot circle, with a heavy line across its center, shall be drawn at one end of the throwing space. The thrower toes this line and in completing her throw shall not fall or step forward out of the circle: if she does her throw shall not count except



Basket-Ball Throw

INTENTIONAL SECOND EXPOSURE

PLAY AND RECREATION IN A TOWN OF 6000

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PLAY AND RECREATION IN A TOWN OF 6000

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All-Up Relay

"All Up" and running back touch off the girl standing first in the line. Should a club fall after a player has transferred it, she shall return and set it up again before touching off the next runner. The player who has just run, having completed her part of the race, shall leave the running space and not line up again with the runners. This play shall be repeated by each girl in the group until all have run. The last girl shall finish in a dash over the line. The time elapsed divided by the number taking part is the group record.

III. Shuttle Relay. In the Shuttle Relay the group shall be divided as nearly as possible into two equal sections. Each section shall line up back of the starting lines which shall be at opposite ends of the running space. The running space should be forty yards. At the signal "go" the girl standing at the head of one line shall run forward and touch off the girl at the head of the opposite line, who shall run forward to the first line and touch off the next runner, the game proceeding in this manner until all the girls have run.

The last runner shall dash forward over the finish line. Each girl after touching off the next one shall have finished her part of the race, and shall quickly leave the running space and stay out of the way of the remaining runners.



Shuttle Relay

II. All-Up Relay. The group shall line up in single file back of the starting line. At a distance of twenty yards from the starting line there shall be two circles, three feet in diameter, side by side, and tangent to each other. In one of these shall stand three Indian clubs. (Bottles of the right shape or light weight bowling pins may be also used.) The start shall be made by one of the group, who shall run forward and using one hand only shall transfer the clubs one at a time to the other circle. When this is done she shall call

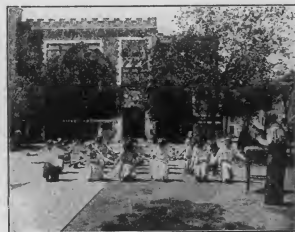
"Go".

IV. Folk Dancing. Al-

ATHLETICS FOR GIRLS

She shall not line up again with the runners. The time elapsed divided by the total number in the group is the record.

IV. Folk Dancing. Although folk dancing is unlike the games mentioned above it is such good exercise and such a pleasant recreation that it is used in group competition. Any teacher or group leader can with care and patience teach the simpler folk dances to the girls by the use of a good folk dance book in which the steps are described. Music can be furnished by a victrola or phonograph. Special records have been made of the folk dance music. A board of judges decides the winners. The dancing is judged, for the group as a unit, on the following basis:



Folk Dancing

| | |
|----------------|-----------|
| Memory | 25 points |
| Grace | 25 points |
| Spirit | 25 points |
| General effect | 25 points |

Total 100 points

The play element in folk dancing should be emphasized as much as possible. V. Hoop Race. The group is lined up five yards back of the starting line. At a distance of twenty yards from the starting line an Indian club shall be placed. At the signal "go" the first girl shall start rolling the hoop toward the Indian club. She must roll the hoop around the Indian club and back to the starting line which thus becomes also the finishing line. If the runner knocks over the Indian club, she must replace it before proceeding further. Upon crossing the finish line she shall pass the hoop to the next girl who repeats the process. The succeeding runner shall not start until the preceding runner has crossed the line. The hoop must at all times be rolled, not carried in the hand. The last runner completes the race when she has crossed the finish line with the hoop. The time elapsed from the signal "go" until the last girl crosses the finish line divided by the number of participants gives the group record.

SUITABLE ACTIVITIES

The Girls' Branch of the Public Schools Athletic League of New York City issues a handbook of its work in which the plan of organization and procedure is described. The following quotations indicate the careful manner in which the matter is handled and the progress that is being made in solving the problem of suitable athletic activities for girls.

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PLAY AND RECREATION IN A TOWN OF 6000

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All-Up Relay

"All Up" and running back touch off the girl standing first in the line. Should a club fall after a player has transferred it, she shall return and set it up again before touching off the next runner. The player who has just run, having completed her part of the race, shall leave the running space and not line up again with the runners. This play shall be repeated by each girl in the group until all have run. The last girl shall finish in a dash over the line. The time elapsed divided by the number taking part is the group record.

III. Shuttle Relay. In the Shuttle Relay the group shall be divided as nearly as possible into two equal sections. Each section shall line up back of the starting lines which shall be at opposite ends of the running space. The running space should be forty yards. At the signal "go" the girl standing at the head of one line shall run forward and touch off the girl at the head of the opposite line, who shall run forward to the first line and touch off the next runner, the game proceeding in this manner until all the girls have run.

The last runner shall dash forward over the finish line. Each girl after touching off the next one shall have finished her part of the race, and shall quickly leave the running space and stay out of the way of the remaining runners.



Shuttle Relay

ATHLETICS FOR GIRLS

She shall not line up again with the runners. The time elapsed divided by the total number in the group is the record.

IV. Folk Dancing. Although folk dancing is unlike the games mentioned above it is such good exercise and such a pleasant recreation that it is used in group competition. Any teacher or group leader can with care and patience teach the simpler folk dances to the girls by the use of a good folk dance book in which the steps are described. Music can be furnished by a victrola or phonograph. Special records have been made of the folk dance music. A board of judges decides the winners. The dancing is judged, for the group as a unit, on the following basis:

| | |
|----------------|------------|
| Memory | 25 points |
| Grace | 25 points |
| Spirit | 25 points |
| General effect | 25 points |
| Total | 100 points |

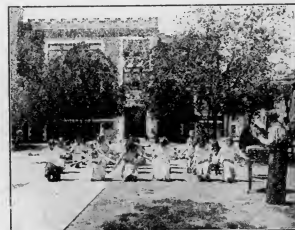
The play element in folk dancing should be emphasized as much as possible.

V. Hoop Race. The group is lined up five yards back of the starting line. At a distance of twenty yards from the starting line an Indian club shall be placed. At the signal "go" the first girl shall start rolling the hoop toward the Indian club. She must roll the hoop around the Indian club and back to the starting line which thus becomes also the finishing line. If the runner knocks over the Indian club, she must replace it before proceeding further. Upon crossing the finish line she shall pass the hoop to the next girl who repeats the process. The succeeding runner shall not start until the preceding runner has crossed the line. The hoop must at all times be rolled, not carried in the hand. The last runner completes the race when she has crossed the finish line with the hoop. The time elapsed from the signal "go" until the last girl crosses the finish line divided by the number of participants gives the group record.

SUITABLE ACTIVITIES

The Girls' Branch of the Public Schools Athletic League of New York City issues a handbook of its work in which the plan of organization and procedure is described. The following quotations indicate the careful manner in which the matter is handled and the progress that is being made in solving the problem of suitable athletic activities for girls.

The problems involved in girls' athletics were much more diffi-



Folk Dancing

cult than those in the boys' athletics, the athletics of men and boys being established through a long history of evolution, while girls' athletics was a new subject, which if necessary had to be largely experimental.

The fundamental policies adopted by the Girls' Branch were and are:

- Athletics for all the girls.
- Athletics within the school and no inter-school competition.
- Athletic events in which teams (not individual girls) compete.
- Athletics chosen and practiced with regard to their suitability for girls and not merely an imitation of boys' athletics.
- The Girls' Branch of the Public Schools Athletic League encourages after-school athletics for girls by:

1. Offering pins and trophies for certain events.
2. Conducting free instruction classes in those events for grade teachers who volunteer their services for the after-school athletics.
3. Assisting to organize athletic clubs.
4. Supplying instructors, coaches and assistants where the board of education is unable to do so.
5. Trying to secure enlarged facilities for outdoor exercise for girls.

The Girls' Branch is doing everything in its power to further the use of folk dancing as a form of play for the benefit and pleasure of the children themselves, and is opposed to its use for exhibition purposes. The park fêtes are arranged as great play days, with the children in great numbers from many schools, dotted in groups over the great meadows of 15 acres or more, which are roped off and kept clear for the children only. In this way the individual children are lost to view in the great throng, and the exhibition element is eliminated, while at the same time the sight of acres of happy girls, all dancing at the same time, is a more stirring and beautiful one than can be easily described.

If we are really to have athletics for girls generally we must settle at least the following points:

1. What exercises are likely to be injurious internally to matured girls?
2. What exercises are mechanically suited to the build of the average girl?
3. What are suited to her muscular strength and endurance?
4. What will contribute to her health and vitality and help to fit her for a normal woman's life?
5. What form of physical activity comes nearest to containing for her the primitive appeal that athletics in the accepted sense holds for boys?

Wide inquiry among those who have had extensive experience

with physical training for girls shows that athletic activities for girls fall into the following groups:

| For mature girls | For immature girls |
|--|--|
| 1. Condemned | 1. Condemned |
| Broad jump | Pole vaulting |
| High jump (in competition) | Running more than 100 yards |
| Pole vaulting | Weight throwing |
| 2. Doubtful | 2. Doubtful |
| High jump | Basket-ball |
| Running more than 100 yards (in competition) | Field hockey |
| 3. Safe | 3. Safe |
| Archery | Archery |
| Ball throwing | Ball throwing |
| Basket-ball (women's rules) | Broad and high jump (not in competition) |
| Climbing | Climbing |
| Coasting | Dancing |
| Dancing | Horseback riding (cross saddle) |
| Field hockey | Low hurdles |
| Golf | Paddling |
| Horseback riding (cross and side saddle) | Rowing |
| Indoor baseball | Running (not in intense competition) |
| Low hurdles (not in competition) | Skating |
| Paddling | Swimming |
| Rowing | Tennis |
| Running (not in competition) | Walking |
| Skating | |
| Skiing | |
| Snow-shoeing | |
| Swimming | |
| Tennis | |
| Walking | |

PLAY AND RECREATION IN A TOWN OF 6000

4. Especially beneficial and suitable
 - Dancing
 - Paddling
 - Rowing
 - Running
 - Swimming
 - Walking
4. Especially beneficial and suitable
 - Climbing
 - Dancing
 - Jumping (in moderation)
 - Running (in moderation)
 - Skating
 - Swimming
 - Walking
5. Best loved, most commonly practiced and with greatest primitive appeal
 - Dancing (greatest unanimity of opinion in this answer)

QUESTIONNAIRES

QUESTIONNAIRE FOR ELEMENTARY SCHOOL CHILDREN

Name.....

Age..... Grade..... School.....

1. What games do you play?.....
2. Which games do you like best?.....
3. Where do you play?.....
4. How often do you go to the moving pictures?.....
5. What kind of pictures do you like best?.....
6. Do you go alone or with some one else?.....
7. With whom do you go?.....
8. How often do you go to the moving pictures or theatre outside of Ipswich?.....
9. Where?.....
10. During the past year, how many parties have you had at your home?.....
11. Can you swim?.....
12. Where do you go swimming?.....
13. What did you do for fun last Friday and Saturday?.....

QUESTIONNAIRE FOR HIGH SCHOOL STUDENTS

1. In what branches of Athletics and Physical Training are you engaged?.....
2. How many hours a week do you devote to such activities?.....
3. Name the places in which you practice and distance from your home.....
4. Since school opened in the fall:
 - a How many times have you been to the Moving Picture Show?.....
 - b How many times have you attended with some member of the family?.....
 - c Alone, or with some person not a member of your family?.....
 - d How many dances have you attended in a private house?
..... In a hall?.....
 - e How many church entertainments have you attended?.....
5. During the past year how many parties for young people have been held in your house?.....
6. During the past year how many times have you been to a moving picture show outside of Ipswich?.....
7. Where?.....
8. What suggestions can you make for improving the athletic and social life of the High School?.....

QUESTIONNAIRE FOR CHURCHES

- Church.....
- Pastor.....
- What clubs, societies, or special organizations have you in your church for young people?.....
- How often do these clubs meet and what is their membership and average attendance?.....
- What picnics and outings are provided?.....
- Has the church any musical organizations beside the choir?.....
- Does your Sunday School or any other church department give any attention to providing athletics for the boys and men?
- What socials, dramatics and entertainments are provided and how many per year?.....
- Is your church equipped with halls or rooms for any of the above purposes?.....
- Have you plans under way or in prospect for providing any of these opportunities for wholesome recreation?.....
- Have you any suggestions for improving the recreational life of Ipswich?.....
- Thank you.

QUESTIONNAIRE FOR CLUBS

Number of people reached by your club?.....
 Week.....Month.....Year.....
 What percentage of the recreational life of those reached is furnished by you?.....
 (By this, I mean, what part do you actually play in giving to the groups their entertainment? For instance: Five hundred people may attend an entertainment given by your organization once a month, and yet it would not mean as much as another organization which would provide social entertainment for its members two or three times a week.)
 What kind of recreation do you have in your club?.....

 Number and kind of entertainments you have given during the past year?.....

 Total attendance: Men.....Women.....Boys.....Girls.....
 Do you have recreational club rooms and if so are they widely used?.....
 Can you give an estimate of the number of people making use of same per week?.....Month.....Year.....
 Thank you.

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INTENTIONAL SECOND EXPOSURE

PLAY AND RECREATION IN A TOWN OF 6000

QUESTIONNAIRE FOR CLUBS

Number of people reached by your club?.....
 Week.....Month.....Year.....
 What percentage of the recreational life of those reached is furnished by you?.....
 (By this, I mean, what part do you actually play in giving to the groups their entertainment? For instance: Five hundred people may attend an entertainment given by your organization once a month, and yet it would not mean as much as another organization which would provide social entertainment for its members two or three times a week.)
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